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ABSTRACT

This handbook concerns the victimization of children, community awareness of child abuse, what Texas law demands of educators, in-service training on child abuse and neglect, and implementing anti-victimization programs for children. The victimization of children is discussed in terms of four basic types of victimization, facts and myths about victimization, and profiles of perpetrators. Community awareness and community coalitions are then considered. A community assessment checklist is provided. The discussion of the demands of Texas laws on educators includes information on the reporting law, reports of child victimization, identification of abuse and neglect, and physical and behavioral indicators. A transcript of Chapter 34, Texas Family Code: Report of Child Abuse, is provided. Material on in-service training about child abuse describes House Bill 986 concerning mandated in-service training and discusses sources of teacher training, suggested content of training, and the use of hypothetical scenarios. Included are teacher in-service worksheets. The implementation of programs for children is discussed with regard to teaching personal safety and criteria for an effective anti-victimization program. Also provided are an action plan format and examples of criteria-guided pre-implementation program evaluation for various levels of school. Appendices provide information about responding to disclosures, help for schools' implementation programs, parent participation, and available programs. (RH)

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HANDBOOK ON THE IMPLEMENTATION OF ANTI-VICTIMIZATION PROGRAMS FOR SCHOOL CHILDREN

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House Bill 986

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Prepared by

The Special Subcommittee on Child Abuse Prevention

of the

Governor's Juvenile Justice Education Project Advisory Board

With assistance from

Texas Crime Victim Clearinghouse

Fall, 1985

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Contents

The Victimization of Children

Four Basic Types of Victimization 3

Facts and Myth About the Victimization of Children. 5

Quizzes on the Four Basic Types 7

Answers to Quizzes. 11

A Look at Perpetrators. 15

Community Awareness

Stages of Community Awareness 21

Community Assessment Checklist. 23

Community Coalitions 25

What the Law Demands of Educators

Background on Reporting Law 29

Reporting in Texas. 30

Identification of Abuse & Neglect 32

Physical & Behavioral Indicators 35

Answers to Questions Often Asked by Educators 39

The Law: Family Code Chapter 34 47

In-Service Training on Child Abuse & Neglect

House Bill 986: Mandated In-Service Training 53

Possible Sources of Teacher Training 55

Suggested Contents of In-Service Training 57

Teacher In-Service Worksheets 59

Using Hypothetical Scenarios in Training 75

Implementing Programs for Children

Teaching Personal Safety 89

A Format for Your School's Action Plan 93

Criteria of a Good Anti-Victimization Program 95

Some Examples of Using the Criteria for Evaluation of Programs Prior to Implementation in Your School 105

A Pre-School Program 107

An Elementary School Program 109

A Junior High/Middle School Program 111

A Secondary School Program. 113

Appendices:

Appendix A: RESPONDING TO DISCLOSURES

Helping the Abused Youngster in the Classroom . . A-1

Outline of a Model Child Abuse & Neglect Policy for Schools. A-7

Appendix B: HELP FOR SCHOOLS IMPLEMENTING PROGRAMS

Working With Volunteers B-1

Fundraising B-3

Information on the Children's Trust Fund & Crime Victim's Compensation. B-4

Appendix C: INCLUDING YOUR STUDENTS' PARENTS

Tips for Effective Workshops for Parents and Teachers C-1

Addressing an Audience About Your School's Program C-3

How to Make a Meeting Work. C-5

Positive Discipline: Tips for Parents. . . . C-7

Appendix D: A LISTING OF SOME AVAILABLE PROGRAMS

THE VICTIMIZATION OF CHILDREN

As educators responsible for the detection and reporting of suspected incidents of child abuse, it is important that you know the distinctions between the four major types of victimization. Each is different from the other, and while they may occur simultaneously, knowledge of the distinctions can make reporting more accurate and efficient.

THE FOUR TYPES OF VICTIMIZATION

Physical Abuse

Neglect

Sexual Abuse

Emotional Maltreatment

Physical Abuse

Physical abuse of children includes any non-accidental physical injury caused by the child's caretaker. It may include burning, beating, branding, punching, and so on. By definition the injury is not an accident. But neither is it necessarily the intent of the child's caretaker to injure the child. Physical abuse may result from overdiscipline or from punishment which is inappropriate to the child's age or condition.

Neglect

Neglect involves inattention to the basic needs of a child, such as food, clothing, shelter, medical care, and supervision. While physical abuse tends to be episodic, neglect tends to be chronic. When considering the possibility of neglect, it is important to note the consistency of indicators. Do they occur rarely, or frequently? Are they chronic (there most of the time), periodic (noticeable after weekends or absences), or episodic (seen twice this semester when there was illness in the family)? In a given community or subpopulation, do all the children display these indicators, or only a few? Is this culturally acceptable child-rearing, a different lifestyle, or true neglect? Answers to questions like these can be extremely helpful in differentiating neglect and differing ways of life

Sexual Abuse

Sexual Abuse includes any contacts or interactions between a child and an adult in which the child is being used for the sexual stimulation of the perpetrator or another person. Sexual abuse may also be committed by a person under the age of 18 when that person is either significantly older than the victim or when the perpetrator is in a position of power or control over another child.

Emotional Maltreatment

Emotional maltreatment includes blaming, belittling, or rejecting a child; constantly treating siblings unequally; and persistent lack of concern by the caretaker for the child's welfare. Emotional maltreatment is rarely manifested in physical signs, particularly in the normal school setting; speech disorders, lags in physical development, and failure-to-thrive syndrome (a progressive wasting away usually associated with lack of mothering) are physical indicators of emotional maltreatment. More often it is observed through behavioral indicators, and even these indicators may not be immediately apparent. The behavior of emotionally maltreated and emotionally disturbed children is similar. However, parental behavior can help to distinguish disturbance from maltreatment. The parents of an emotionally disturbed child generally accept the existence of a problem. They are concerned about the child's welfare and are actively seeking help. The parents of an emotionally maltreated child often blame the child for the problem (or ignore its existence), refuse all offers of help, and are unconcerned about the child's welfare.

Facts and Myths About the Victimization of Children

Now that you've had a chance to review the four different types of victimization, how about taking a few moments out to check your general knowledge about the facts and myths which surround each?

On the following pages are some short true/false quizzes which will let you know just how well you can tell the facts from the myths about each. Take some time to think about each statement before deciding if it is a fact or myth. Then read the narrative which follows the answers. You may learn a few things you weren't aware of before.

Once you've answered them yourself, pass them on to your staff person in charge of in-service training on anti-victimization. (These quizzes are an excellent way to begin an in-service training session, or to check your staff's awareness following training.)

***Note:** A detailed listing of physical and behavioral indicators is included in Section IIA. This information should be provided to each of your teachers during in-service training. It is also available in a concise and practical brochure distributed free of charge by the Texas State Teachers Association.

The Physical Abuse of Children

1.	T	F	Most physically abused children are only abused once.
2.	T	F	Of the four kinds of child abuse, physical abuse is often the most difficult to detect.
3.	T	F	An estimated 300,000 to 600,000 children are physically abused each year.
4.	T	F	All 50 states require doctors and many professionals to report suspected cases of physical abuse, with anyone who reports a suspected case in good faith being granted immunity from civil action.
5.	T	F	The majority of physically abused children are five years of age or younger.
6.	T	F	Physical abuse tends to run in families; parents who abuse their children often had poor parent models themselves.
7.	T	F	Surprisingly, those who are most likely to physically abuse their children have strong adult relationships.
8.	T	F	Physical abuse of children is a violation of criminal law.
9.	T	F	For every case of physical child abuse reported an estimated two other cases are known to professionals and yet not reported.
10.	T	F	Physically abusive parents often have low self esteem.

Neglect of Children

1.	T	F	Almost all neglected children are children of the poor.
2.	T	F	Neglect can sometimes lead to malnutrition.
3.	T	F	Most parents who physically neglect their children had indifferent parents themselves and treat their children the way they were treated.
4.	T	F	Only severely disturbed adults neglect their children.
5.	T	F	Most parents who neglect their children physically do so because they are so preoccupied with the adult world that they have no time for them.
6.	T	F	Although most of them survive, children who suffer severe neglect end up scarred psychologically and sometimes physically.
7.	T	F	Neglecting parents have a problem with lack of stability in their lives.
8.	T	F	Neglect is more common than physical abuse.
9.	T	F	Neglected children may be more curious and learn faster than normal children because they have to fend for themselves.
10.	T	F	Neglect is the least common reason for death among children.

Sexual Abuse of Children

1.	T	F	In most cases, childhood victims are sexually abused by strangers.
2.	T	F	Child pornography is not a form of sexual abuse.
3.	T	F	Most sexual child abusers have a record of prior criminal convictions.
4.	T	F	Incest, a form of child sexual abuse, usually occurs in families of a lower socioeconomic class.
5.	T	F	Sexual abuse of children usually begins after the victim has reached puberty.
6.	T	F	Although serious, sexual child abuse does not usually interfere with adult sexual fulfillment.
7.	T	F	In most cases, the sexual abuse of children does not involve threat or use of physical force.
8.	T	F	Children who are victims of sexual abuse are frequently held responsible for their own victimization.
9.	T	F	The majority of victims of child sexual abuse are female.
10.	T	F	Prolonged physical absence of either parent may contribute to the occurence of child sexual abuse.

The Emotional Maltreatment of Children

1.	T	F	Emotional maltreatment is not as pervasive as physical abuse/neglect and sexual abuse.
2.	T	F	Emotional maltreatment always occurs concurrently with physical abuse.
3.	T	F	Children who are victims of emotional maltreatment are typically very dependent upon the adult offender.
4.	T	F	Emotional maltreatment presents a major threat to a child's development of feelings of competence.
5.	T	F	Emotional maltreatment is usually not an underlying factor in other forms of child abuse.
6.	T	F	The effect of emotional maltreatment of children is only temporary and does not lead to impaired psychological development.
7.	T	F	Emotional maltreatment is easily recognized.
8.	T	F	Punishing a child for the development of normal skills necessary for interaction with people out of the family is a common form of emotional maltreatment.
9.	T	F	Emotional maltreatment leads to the development of a negative self image on the part of the child.
10.	T	F	Substance abuse, mental illness, and/or mental retardation may make some parents more likely to abuse their children emotionally.

Answers to Quizzes on the Victimization of Children

The Physical Abuse of Children

1. **False.** Most children who are physically abused become part of a cycle which repeats itself throughout their childhood.

2. **False.** Because the physical indicators of physical abuse are most visible and most likely to result in the need for medical treatment, it is often easier to detect than other forms of child abuse.

3. **True.** With such startling statistics, one child could be physically abused every minute of the year.

4. **True.** Despite this fact, many professionals, not wanting to get involved, still withhold their suspicions of physical abuse from the appropriate authorities. They do not seem to realize that they could be held criminally responsible for withholding information about suspected cases of abuse.

5. **False.** While many children five years of age or younger are victims, physical abuse is not selective in its choice of victims, and children of all ages are victimized regularly.

6. **True.** Unfortunately, those who had to live through a childhood of victimization are very likely to victimize their own children. One reason for this may be the poor self image which the victim of physical abuse tends to develop.

7. **False.** Those who resort to the physical abuse of children tend to have problems in their relationships with people of all ages. Many times, these people have a very small social network and feel isolated. They often have unrealistic expectations of their children, expecting them to behave "like adults," being given responsibilities far beyond their age's capabilities.

8. **True.** The physical abuse of children is a form of assault which should be regarded at least as seriously as all other criminal violations.

9. **True.** Although it has recently come to be acknowledged as a pervasive problem, many people are still reluctant to report suspected cases of physical abuse. Some fear they might be "meddling;" others are afraid of the consequences for the perpetrator. Regardless of the reasons for failing to report, the children who are victims continue to be trapped in a vicious cycle which can leave them scarred both physically and psychologically.

10. **True.** Parents who abuse their children have often come from a background which did not reinforce healthy self concepts. Often victims of abuse as children themselves, their self image is usually very poor.

The Neglect of Children

1. **False.** The neglect of children does not discriminate. Parents and caretakers of all socioeconomic backgrounds, races, and creeds can and do neglect their children.

2. **True.** Neglected children generally do not have their day to day needs met by parents and/or caretakers. It is possible that they will become malnourished as the result of not being fed regularly or nutritiously.

3. **True.** For many people, the way their parents raised them serves as one of the only models they have for raising children. Unfortunately, this means that many parents who were neglected as children do not actively consider other means for raising their own children, thereby neglecting them.

4. **False.** All parents have the potential to neglect or abuse their children at some time. Most abusive parents are "normal," and should not be considered severely disturbed. Actually, very few can be considered "criminals" or "insane."

5. **False.** Many times these parents and caretakers have no friends or family to assist them with the many demands of caring for children. A lack of time is rarely the reason for the severe neglect of a child.

6. **True.** Because their basic needs were ignored at such an early age, children who suffer severe neglect are not given the opportunity to normally develop psychologically. Their social skills may suffer severely. In addition, if they were malnourished or caused to be ill as the result of having basic food, clothing and shelter needs met, their physiological development may have been affected.

7. **True.** Often the problems which parents or caretakers have in various areas of their lives are taken out on their children. They typically do not have a healthy outlet for their feelings and do not know where to get help for themselves.

8. **True.** Neglect is more common than physical abuse. However, since it is much more difficult to detect, many people are not aware of the scope of the problem. Furthermore, many suspected cases which are reported will often go unprosecuted because neglect is much more difficult to prove than other forms of abuse. This should not be a reason not to report, however.

9. **False.** Many people perpetuate such false ideas about children who have been neglected. This creates a somewhat romantic view of the neglected child and keeps us from treating the problem seriously. The truth of the matter is that neglected children may withdraw and actually learn at a slower rate than normal children. This can happen either because their neglect prevents them from developing at a normal rate both physically and psychologically.

10. **False.** Neglect is actually the number one killer of children today, because it is difficult to identify and prove. In many cases, there is no intervention, and it is not until the child dies that people are aware of the neglect which was present.

The Sexual Abuse of Children.

1. **False.** Although much sexual abuse is done by strangers to the child victims, over 70% of the sexual abuse of children is done by people the children knew. In fact, if sexual abuse to a child has occurred, it is most likely that the perpetrator was someone the child knew fairly well and trusted.

2. **False.** Any sexual activity which is demanded of a child by an adult is abusive and a violation of the law.

3. **False.** Stereotypes such as the dirty, unshaven ex-con who sexually victimizes children are just stereotypes. Sexual abuse is not discriminatory. Perpetrators are often well-respected, law-abiding citizens whom no one would suspect.

4. **False.** Again, sexual abuse does not discriminate. Sexual abuse occurs in all socioeconomic levels.

5. **False.** Many incidences of the sexual abuse of children do occur after the child has reached puberty, however half of the cases occur with children who are eleven years of age or younger.

6. **False.** Victims of child sexual abuse often have trouble with social adjustment throughout their life, and this includes their sexual relationships.

7. **False.** In most cases of child sexual abuse, the child is threatened with harm if s/he tells anyone about the victimization. These threats can result in physical harm through beatings or torture, even resulting in the murder of the child.

8. **True.** In a large proportion of cases of child sexual abuse, the child is often blamed for what happened. Parents have been known to severely punish the child victim after discovering the sexual abuse. This is horrifying and compounds the negative effects which the child will have to live with.

9. **True.** Although there are many cases of sexual abuse of boys, there are ten times as many girls as boys victimized. Some believe this to reflect societal views of sex roles which portray men as dominant over submissive females.

10. **True.** The prolonged physical absence of either parent may contribute to the occurence of incest. Incest is usually indicative of family life which is not in order or has been disrupted.

The Emotional Maltreatment of Children

1. **False.** The records of the emotional maltreatment of children are far from reliable. But it can be estimated that are as many instances of emotional maltreatment as there are of physical and sexual abuse.

2. **False.** Although also present in most cases of physical abuse, emotional maltreatment often occurs without evidence of other forms of child abuse.

3. **True.** It is <u>because</u> the child is so dependent upon the adult offender that maltreatment is possible. Since the child must depend on the adult for psychological as well as physical nurturing, when it is absent or negligent, it has an enormous impact upon the child.

4. **True.** Children who are victims of emotional maltreatment will often develop feelings of unworthiness, a very low self esteem, and an inability to relate to adults in an appropriate way.

5. **False.** On the contrary, emotional maltreatment is very likely to occur simultaneously with other forms of abuse. It is difficult to imagine how a child could be physically or sexually abused or neglected and nor suffer emotionally as well.

6. **False.** A child who has been maltreated emotionally often bears psychological scars throughout his/her lifetime, affecting his/her relationships with others and the normal development of interpersonal skills.

7. **False.** It is difficult to come up with a list of indicators which will consistently point to emotional maltreatment. When it is suspected that parents/caretakers are maltreating a child emotionally, both the child and parents/caretakers should be observed for signs that it is a persistent problem.

8. **True.** A child who is punished for interacting in normal ways learns that healthy human interaction will have negative consequences for him/her. Therefore he behaves in a deviant manner, being punished as well for that. Such inconsistency in reinforcement can severely affect the child psychologically.

9. **True.** The victim of emotional maltreatment comes to view him/herself negatively and usually has very low self esteem.

10. **True.** Parents who are out of control due to their own problems of mental illness, substance abuse, or mental retardation are likely candidates to abuse their children emotionally. However, they are not the only parents or caretakers who abuse their children and should not be singled out. People from <u>all</u> groups may treat their children in a way which can be considered emotional maltreatment.

A LOOK AT PERPETRATORS

"How can anybody do such a thing?" is a question which crosses many minds as we hear about yet another child who has been victimized by parents or caretakers. It is difficult for most of us to imagine ourselves harming a child in the ways in which we know children are victimized. Our hearts go out to the child, and many times we develop a hate-filled contempt for the perpetrator of child abuse.

When abuse occurs, the perpetrators are most frequently parents. However, anyone who is a caretaker or who comes into contact with children has the potential to abuse them. Anyone whom the child trusts and depends on can victimize the child. This does not mean that anyone who comes in contact with children should be automatically suspected; it does mean that it is not accurate to consider the incidence of child abuse only in situations which fit stereotypes. Not only "dark, sinister & dirty old men" victimize. Nor does victimization occur only when people are of a lower socioeconomic status or members of a racial minority. The victimization of children does not discriminate. It is impossible to determine by sight if someone is a perpetrator. We must look at the person's experiences to determine if a person might be likely to victimize children.

Imagine the following situation. You come home from a long day at work and seem to have hit every red light on the way home, you find the kids out playing in the yard without having changed from their school clothes, you go to the kitchen to start dinner and you realize you forgot to defrost the chicken and are out of vegetables, the phone rings--your spouse is bringing a friend home for dinner, suddenly your son comes storming into the kitchen, yelling, "I'm hungry!" Given the right set of circumstances, all of us can abuse. When we attempt to separate abusers into a distinct class, we are denying the fact that there is no sure description of an abuser.

As educators who confront child abuse in its many forms on a regular basis, it is important that we try to understand the factors which can make a parent or caretaker a likely perpetrator of child abuse. If we can look closely enough, it isn't hard to realize that "It could be me." Having such an understanding can help us deal with the victims of abuse more adequately. It can help us understand the behavior of adults which we have previously dubbed "unbelievable." Without the empathy of those around them, it is unlikely that many perpetrators could seek the help which is available to them.

The following is a list of factors which are often acknowledged as common factors or characteristics of many perpetrators of child abuse:

Fear of Rejection or Criticism. Adults who abuse children have frequently not learned to trust others. They have often had a childhood where they themselves were rejected or emotionally maltreated and therefore do not reach out to others for fear of further rejection. Because they may fear criticism, it is difficult for them to confide in others when they are having problems dealing with their children.

Lack of Maturity. Parents who are little more than children themselves very often can not understand the ways children act. Teenage parents are still maturing themselves and can not respond to their children's needs because they are still not completely aware of their own circumstances.

Don't Know How to Be Parents. Young parents are not the only ones who don't know how to be parents. Many times adults have never learned the stages a child goes through in normal maturation. They may never have been around children and don't know how to take care of them. Or, the families which they grew up around were far from healthy models--the family relationships which they learned to imitate were many times destructive and unhealthy. If violence was the way these parents were brought up, they may not realize that it is not the way everybody responds.

Feel Isolated. The parents may have no one to turn to. They may live hundreds of miles away from the nearest family members. This is increasingly so today, when very few extended families exist--people believe their family to be only those living under the same roof. These parents may not have time during which to meet other adults with whom they can socialize, or they don't know how to make friends. All of these can result in a feeling of isolation. When the numerous demands of parenting become too heavy, these parents don't have anyone they can depend on for physical or moral support. Who can they turn to?

Expectations of Children Aren't Met. Some parents have unrealistic expectations of just what their children should do. Some expect their children to take on the responsibilities of adults -- caring for and feeding the family at age six or seven, for instance. Others need to feel loved at all times. When their children behave normally (for example, throwing a tantrum), they feel rejected and punish the child. Still others expect their children to skip normal childhood stages and act like adults at all times. Sometimes they take normal misbehavior as a personal insult, or are embarrassed, feeling they are "failures" as parents. They believe that their children must behave perfectly at all times.

Crises. When affected by crisis after crisis, even the healthiest of parents can take out their frustrations on the children. Losing a job, lengthy hospitalization, personal traumas, legal battles,etc. -- Several such crises occurring simultaneously or one after the other can cause a parent to "break," lashing out at anyone around them. Unfortunately, in many instances, the children are the most convenient target.

Problems With Drugs or Alcohol. When parents have a habit or addiction which affects their awareness of what goes on around them, they are limited in the kind of care which they can provide for their children. The altered states which can occur through the use of drugs and/or alcohol can cause parents to neglect the basic care of their children. The parents can become abusive, since the normal ability to monitor one's own behavior suffers under the influence of drugs and alcohol.

These are just a few of the circumstances which can make an adult a likely perpetrator of child abuse. As we can all see, it is possible for any adult to experience one or more of them. Until we admit that each and every one of us could be abusive, we will continue to label perpetrators as "crazies." In actuality, only a very small minority of perpetrators actually has something "wrong" with them mentally or psychologically. Most are "normal" people who, like all other parents, love their children and do not want to abuse them. It is a sad situation, but one which we can make better through understanding and patience.

Stages of Community Awareness

Any time you decide to address the issue of the victimization of children, you are up against a multitude of issues that your community may present to you. Awareness regarding child abuse and neglect varies widely from region to region and from person to person. An effective plan to address your responsibilities as educators in dealing with the problem of the victimization of children should take into account the six **Stages of Awareness** at which your community may be. By understanding these stages, you are more likely to be able to understand the responses you receive from individuals not yet at the stage necessary to accept an effective prevention program. The following stages are typical of the development of awareness in a community or individual.

Stage I: Denial

All types of child abuse, if noticed, are considered private, parental matters.

Stage II: Lurid Cases Recognized

Child abuse is considered rare and therefore newsworthy if it does occur. There is beginning recognition that physical abuse exists.

Stage III: Recognition of Battered Child Syndrome

Attention is paid to early detection and intervention in cases of physical abuse. There is beginning awareness of emotional abuse and neglect of children

Stage IV: Recognition of Emotional Abuse and Neglect

The damaging effects of less visible forms of child abuse are increasingly understood.

Stage V: Recognition of Child Sexual Abuse

A community organization, or individual, is actively involved in and committed to early detection and treatment.

Stage VI: Prevention

A community organization, or individual, is actively involved in and committed to child abuse prevention.

As an educator committed to primary prevention and involved in the implementation of an effective prevention program in your school, you have reached Stage VI.

COMMUNITY ASSESSMENT CHECKLIST*

The following checklist is helpful in determining the level of awareness in your community about the various aspects of child abuse. This assessment is helpful in anticipating the response your community may have to the prevention program you implement in your school.

What is my community's level of public awareness of child abuse?

1. Has there been any newspaper coverage of child abuse in the last year?

2. Has there been any TV coverage of child abuse in the last year?

3. Have you heard child sexual abuse discussed in any group to which you belong?

4. Has child sexual abuse ever been a topic of conversation at a social gathering you've participated in?

5. Is there equal attention given to physical abuse? to neglect? to emotional maltreatment?

What is the level of professional awareness of and concern for child abuse in the community?

1. Have the criminal justice personnel in your community (police, judges, prosecuting attorneys...) received in-service training on child abuse & child development?

2. Have all school personnel in your district received in-service training in recognizing adult and child behavior patterns common to the various forms of abuse of children?

3. Are professionals, including teachers, reporting child abuse when they suspect it?

4. Do you know of any community plan which includes an interdisciplinary approach to intervention, assessment, and treatment?

*This information is based upon material from the Committee for Children, "Training for Trainers," Seattle, Washington.

What resources exist in the community?

1. Where can a child go for medical examination? Counseling? Emotional support?

2. Is there some place in your community where abusive neglectful, or incestuous familes can go for treatment services? Does it include services for non-offending caretakers?

3. Is there treatment available to the offender?

What is your community doing to prevent child abuse?

1. Are there public education and information services regarding the various forms of abuse of children?

2. Has your school system implemented a comprehensive child abuse prevention curriculum?

3. Is there a child abuse hotline or warmline in your community?

A COMMUNITY RESPONSE TO CHILD ABUSE AND NEGLECT

Hardly a week passes when you do not hear some tragic story of a child who has been abused or neglected. Not long ago, child abuse was considered to be exclusively the domain of social workers. With increased public awareness, it has become clear that no one agency or group of professionals can resolve what has become a national disease, monstrous in proportion. Because of this, numerous Texas cities are forming broad-based groups with representatives from the schools, civic organizations, hospitals, doctors, Child Protective Services and other social service agencies, churches, police and district attorneys offices, businesses and others to design coordinated prevention and intervention services for victims of family violence.

Partners in Prevention: Involving all sectors of the community.

The immensity of the problem has inspired agencies and individuals from different professions to form teams or coalitions that fight child abuse in a concerted effort. This approach encourages cooperation and a sharing of expertise and resources that is often lacking in the delivery of services to families in stress.

What do coalitions/teams try to do?

There is great diversity among the types of coalitions and teams that exist in Texas. Different approaches are being used, with different goals in mind. Each approach strives for an efficient service delivery system that helps the families it serves and avoids duplication of effort.

Many groups devote their efforts entirely to preventing abuse. They concentrate on designing a coordinated service system that offers a range of prevention services, e.g. programs for teen parents, anti-victimization projects, self-help training for latchkey children, and parenting classes. They address issues such as resource availability, funding sources, training, and public awareness.

Case consultation teams discuss individual cases and seek the best treatment program possible for the individual family.

Some teams focus their efforts on improving service delivery within the criminal justice system. For example, representatives of the police, prosecutor, and Child Protective Services might develop a system that reduces the number of times a child victim must repeat his story to those needing to interview him.

Other community teams represent a combination of these approaches. They may provide community awareness, advocates for a special child abuse prosecutor, and be instrumental in starting community prevention programs. They may also serve as catalysts for developing more treatment services for both children and parents. These groups meet together regularly and are able to draw upon a wide range of services, resources, skills and programs to help prevent or

stop abuse. Any of these approaches lend themselves to providing forums for resolving issues that arise when problems of this magnitude are addressed by several public and private agencies.

How can a community coalition or team benefit our school?

Coalitions can support the adoption of school anti-victimization programs. By educating the public about the need for such programs, they can gain acceptance for the project and sometimes funding support as well.

Coalitions and teams identify gaps in services and coordinate efforts with existing services to expand, modify or establish needed programs. Are there children in your school with special needs that are not being addressed? These children are often the targets of abuse. A coalition could assist in coordinating services to provide the school with better access to resources for these children. These are just a few examples of how coalitions and teams can benefit schools.

What can the educator contribute to the efforts of a coalition or team?

Most people remain unaware of how pervasive child abuse is and how profoundly, it affects others beyond the victim and the abuser. Educators are in a unique position to increase public awareness by informing parents about its breadth. Abused children frequently exhibit behavior problems in school. The child who starts a wastebasket fire, bullies more vulnerable students, or distracts the class by unruly behavior, is often an abused child. When parents understand that their children's classes are being disrupted by children who are abused and neglected, and that violence in the schools and the community is often perpetrated by these same individuals, support for child abuse prevention programs is inevitable.

Educators can work with civic organizations to prevent abuse. They might encourage the PTA to offer parenting support groups at the school, put parenting hints in newsletters, or fund anti-victimization programs or brochures on positive parenting. One concerned counselor in Austin has such information on display in the halls for interested parents. The Corpus Christi coalition distributed bookmarks through the school libraries that listed resource numbers for parents in stress. The project was funded by local businesses.

The mutual support of the educator and the coalition or team can help schools take a more active role in the education and support of parents.

What communities have these groups?

Groups in Austin, Beaumont, Brazoria County, Brownsville, Brownwood, Corpus Christi, El Paso, Houston, Laredo, Lubbock, San Antonio, Victoria, Waco and Odessa are largely concerned with the prevention of child abuse and neglect. Many more groups are developing.

For more information on consultation teams or other coalitions, contact the Texas Crime Victim Clearinghouse, 1-800-252-3423.

REPORTING INCIDENTS OF SUSPECTED CHILD ABUSE

Background and Purpose: National Origins.

The idea of a child abuse reporting statute was first explored in 1962, and in 1963 a model reporting statute was proposed by the Children's Bureau of the Department of Health, Education, and Welfare. Today all 50 states, the District of Columbia, American Samoa, Guam, Puerto Rico, and the Virgin Islands have reporting laws. The Texas reporting statute is codified in chapter 34 of the Texas Family Code.

The purpose of all reporting statutes is uniformly threefold: 1) to identify the child in peril as quickly as possible; 2) to designate an agency to receive and investigate reports of suspected child abuse; 3) to offer, where appropriate, services and treatment.

Federal statutes: Definitions.

The development of uniform, operational definitions for terms such as child abuse, child sexual abuse, child sexual assault, incest, and child molestation remains problematic for clinical practitioners and researchers. Strictly legal definitions often provide little insight into the issue. There is not always uniformity among state, civil and criminal statutes relating to the abuse of children. Many federal and state laws provide little guidance as to the specific meaning of the terminology used. In most parts of the country, definition of what constitutes the abuse of children still remains largely a matter of jurisdictional and individual interpretation.

1. **Original definition of child abuse and neglect as contained in the Child Abuse and Prevention and Treatment Act of 1974 (P.L. 93-247 amended in 1978):**

   "For the purposes of this Act the term 'child abuse and neglect' means the physical or mental injury, sexual abuse or exploitation, negligent treatment, or maltreatment of a child under the age of eighteen, or the age specified by the child protection of the state in question, by a person who is responsible for the child's welfare..."

2. **Definitions of child sexual abuse as contained in section 5 of the Child Abuse Prevention and Treatment Act (P.L. 93-247 as amended):**

   "...sexual abuse includes the obscene or pornographic photographing, filming, or depiction of children for commercial purposes, or the rape, molestation, incest, prostitution, or other forms of sexual exploitation of children under circumstances which indicate that the child's health or welfare is harmed or threatened thereby as determined in accordance with regulations prescribed by the Secretary..."

3. National Center On Child Abuse and Neglect definitions of child sexual abuse:

Child sexual abuse is defined as contacts or interactions between a child and an adult in which the child is used for the sexual stimulation of the perpetrator or another person. Sexual abuse may also be committed by a person under the age of 18 when that person is either significantly older than the victim or is in a position of power or control over another child.

"Intrafamily sexual abuse" involves situations in which "a person who is responsible for the child's welfare, including extended family members and/or parental figures or other significant others in a child's life."

Relevant Texas Statutes.

Recent attempts by the Texas legislature substantiate the difficulty of articulating in a statutory definition what common parlance knows as "child abuse." At the close of the 69th legislative session, there was still no Texas law which specifically defined "child abuse." However, those Texas statutes which address the abuse and neglect of children are not necessarily rendered less effective by the lack of a unifying definition. There are a number of Texas laws which, in concert, deal with the problems of child abuse and neglect comprehensively.

The relevant statutes are codified in the Texas Penal Code. Primarily, they include the following sections:

Section 21.11.	**Indecency with a Child.**
Section 22.011.	**Sexual Assault [of a Child--22.011 (a)(2)].**
Section 22.021.	**Aggravated Sexual Assault [of a Child--22.021 (a)(5)].**
Section 22.04.	**Injury to a Child or an Elderly Individual.**
Section 25.02.	**Incest.**

Circumstances of Reporting in the State of Texas.

Texas, like all other states, does not require a reporter to know or to be certain that a child has been abused or neglected. A report is not an accusation or a proven fact. It is the raising of a question. The degree of certainty which must be met to satisfy the Texas reporting statute is that the person reporting have "cause to believe." This standard is based on the reasonable person's convictions.

The agency which receives the report--the Texas Department of Human Services [DHS--formerly, the Texas Department of Human Resources]--will determine, by investigation, the nature and extent of the problem, evaluate the child's condition and safety, and initiate appropriate action to protect the child.

Reporting Procedures.

Texas requires the immediate reporting, by all persons, of suspected child abuse. Professionals, specifically, are mandated to report immediately--i.e., **not later than 48 hours from the moment the abuse is discovered or suspected.** "Professional," in the Texas reporting statute, is any "individual who is licensed or certified by the state, or who is an employee of a facility licensed, certified, or operated by the state, and who in the normal course of official duties, or duties for which a license or certification is required, has direct contact with children." This category, of course, includes teachers.

The initial report, which is made immediately, is oral. A written report must follow the initial oral report within five days. Typically, the reporter is required to state, if known: the names and addresses of the child and his/her parents or persons having custody of the child; the nature and extent of the child's injuries or abuse, including evidence of previous abuse or neglect; the names and ages, if known, of other children residing in the household; and any other information which may be helpful in establishing the cause of injury and protecting the child.

The agencies designated by statute to accept the report are 1) any state or local law enforcement agency and 2) the Texas Department of Human Services. Each county has its own office. After hours reports can be made by calling 1-800-252-5400.

Reporting and the Schools.

Most schools and/or school districts have an official policy on how to report child abuse and neglect. Many teachers and school personnel, however, are unfamiliar with their school district's policy. It is strongly suggested that at the beginning of each year the principal or appropriate administrator make sure that all staff become familiar with, or are reminded of, their school district policy at a staff meeting or some other gathering of staff and school personnel.

A recent amendment to the Texas Education Code [section 16.052(d)] mandates, as part of in service training, that "all certified professional educators must be instructed in recognizing and responding to signs of abuse or neglect in children." The local DHS unit can be contacted for information concerning training programs which satisfy the statute.

IDENTIFICATION

"Any Person Having Cause to Believe..."

School personnel are among the most effective advocates for children. A teacher may, in fact, be the only nurturing and competent adult in a particular child's life. Because of the special relationship between teacher and child, it is essential that teachers be able to respond to the child who needs help.

The Texas reporting statute specifically mandates that teachers who have cause to believe that a child is being abused or neglected must report that suspicion to the Department of Human Services and to any local or state law enforcement agency. Identifying abused children is often difficult and undercut by uncertainty. The boundaries of what constitutes "cause to believe" according to the statute are themselves somewhat vague and do not comfortably resolve the teacher's dilemma.

The reporter should recognize that simply having "cause to believe" is a very low threshold to meet, and that the statute is weighted in favor of protecting the child, even at the expense of an occasional report of abuse which is not validated. The following points are offered for those teachers who find themselves in a situation about which they are not certain:

***Resolve doubt in favor of the child.**

*Discuss your observations and concerns privately with another staff person who is familiar with the child.

*Trust your instincts, your "gut" feelings.

*Remember that you do not have to prove that abuse is occuring; reporting is a request for an investigation into a suspected case of abuse.

*Call the Department of Human Services and request advice in determining "cause to believe."

*Remember that an educator who reports is on firm legal ground.

*Believe the child who discloses and tell that child he/she has done the right thing by telling you.

Responsibility for setting the protective process in motion often falls to educators. Outside the immediate family, no one sees the abused child as consistently as the educator. Other recommendations for teachers include:

*Seek out and rely on your support system at school.

*Understand the importance of early case finding.

*Let your class know that they can talk to you, a counselor or nurse about problems.

*If you sense a child is trying with difficulty to talk to you, sit down with a simple project, crayons or puzzle and let the child know you will believe and help him or her with any problem.

*Be direct. If you have a trusting relationship with the child, ask gently, but directly if the child is having a problem he or she needs help with.

*Don't promise not to tell.

*Assure the child he or she is not in trouble.

*Tell a child exactly what to expect. If you don't know, say so, but let the child know he or she can expect to be supported and helped by you.

*Respect the child's privacy by not discussing the situation out of school.

*If you are concerned about an administrator not making a report, do so yourself; you might otherwise be liable for failure to report.

Type of Abuse/Neglect: Physical Abuse

Physical Indicators

Unexplained Bruises and Welts

* on face, lips, mouth
* on torso, back, buttocks, thighs
* in various stages of healing
* clustered, forming regular patterns
* reflecting shape of article used to inflict (cord, buckle)
* on several different surface areas
* regularly appear after absence, weekend, or vcation

Unexplained Burns

* cigar, cigarette burns, especially on soles, palms, back, or buttocks
* immersion burns (sock-like, glove-like, doughnut shaped on buttocks or genitalia
* patterned like electric burner, iron, etc.
* rope burns on arms, legs, neck, or torso

Unexplained Fractures

* to skull, nose, facial structure
* in various stages of healing
* multiple or spiral fractures

Unexplained Lacerations or Abrasions

* to mouth, lips, gums, eyes
* to external genitalia

Behavioral Indicators

Wary of Adult Contacts

Apprehensive when other children cry

Behavioral extremes:
* aggressiveness, or
* withdrawal

Frightened of parents

Afraid to go home

Reports injury by parents

Type of Abuse/Neglect: Neglect

Physical Indicators

Consistent hunger, poor hygiene, inappropriate dress

Consistent lack of supervision, especially in dangerous activities or over long periods

Unattended physical problems or medical needs

Abandonment

Behavioral Indicators

Begging, stealing food

Extended stays at school (early arrival/late departure)

Constant fatigue, listlessness, or falling asleep in class

Alcohol or drug abuse

Delinquency

States there is no caretaker

NOTES:

Type of Abuse/Neglect: Emotional Maltreatment

Physical Indicators

Speech disorders

Lags in Physical Development

Behavioral Indicators

Habit Disorders (sucking, biting, rocking, etc.)

Conduct Disorders (antisocial, destructive, etc.)

Neurotic Traits (sleep disorders, inhibition of play)

Psychoneurotic reactions (hysteria, obsession, compulsion, phobias, hypochondria)

Behavior Extremes
* compliant, passive
* aggressive, demanding

Overly Adaptive Behavior
* inappropriately adult
* inappropriately infant

NOTES:

Type of Abuse/Neglect: Sexual Abuse

Physical Indicators

Veneral disease in a child of any age

Pregnancy at 11 or 12, especially with no history of peer socialization

Evidence of physical trauma to the genital area or mouth

Odd or unusually shaped bruises; caused by sucking

Complaints of pain or discomfort around the genital area

Torn, stained, or bloody underclothing

Extreme passivity during a pelvic exam

Behavioral Indicators

An abrupt change in behavior

Seductive behavior with classmates, teachers, other adults (these children have been eroticized from an early age and their sexual behavior has been reinforced; a distinction is made here between coquettish, childish, little girl behavior, and overt, generalized sexual behavior)

Promiscuity

Touching to either extreme--either inappropriate sexual touch and behavior or extreme reluctance to be touched by an adult, especially a male, even if he is in a helping role

A knowledge of sex that is inappropriate for the child's age or developmental level; explicit knowledge of sex acts

An unusual interest or fixation with sexual acts or terminology

Refusal to undress for physical education

A child who attempts to run away from home repeatedly

Depression, withdrawal, few friends

Regressive behavior

Denial of a problem with great lack of expression

Reluctance to be with a certain person

A child who is "too good" in class; passive and complacent

Anger directed anywhere and everywhere; especially if child switches from one extreme to another

Indirect hints, open statement, fishing for attention

ANSWERS TO QUESTIONS EDUCATORS ASK

1. **What is the purpose of the reporting law?**

   The purpose of the reporting law is to protect the child by encouraging more complete reporting of suspected child abuse. This purpose is accomplished by 1) identification of the child in peril as quickly as possible; 2) designation of an agency--the Texas Department of Human Services [DHS]--to receive and investigate reports of suspected child abuse; 3) offering, where appropriate, services and treatment.

2. **Are teachers and school personnel required to report suspected abuse?**

   Section 34.01 of the Texas Family Code requires any person who has cause to believe that a child has been abused, or may be adversely affected by abuse, to report. Section 34.02(d) mandates specifically that teachers, as well as any other "professional" must make an oral report within 48 hours after he or she suspects a child has been or may be abused or neglected. ["Professional" includes teachers, nurses, doctors, and day-care employees."]

3. **What is the responsibility of the teacher?**

   The teacher who suspects that a student is abused or neglected must notify any state or local law enforcement agency and the Texas Department of Human Services of that belief. The particular school or school district may have policies requiring that the teacher notify administrators. If such a policy exists, and the teacher complies by notifying an administrator, that teacher will still be liable for failure to report if DHS and a law enforcement agency are not notified as well.

   Administrators should not put teachers in such a position that, by following school or school district policy, the teacher might find him/herself in violation of the law.

4. **What if the teacher thinks the child is lying or does not have proof that the child is being abused?**

   The law does not require formal proof in the making of a referral. It is enough that the teacher have cause to believe the child has been or will be neglected. The Department of Human Services will determine, by investigation, the validity of the report.

5. **If the teacher observes suspicious injuries for the first time, must he or she make a referral?**

   If those injuries give the teacher cause to believe the child

has been abused, yes. Any doubts the teacher may have as to the origin of the injuries are more effectively resolved by a DHS investigation than by the teacher's speculations. Every child has the right to be free from abuse and neglect.

6. **Why can't a teacher try to work with the parents or guardians and give them a second chance?**

A report to DHS is not a means of punishing parents. It is a means of getting help to a child and to a family that needs it. Such a report is considered nonaccusatory--section 34.02(a), Texas Family Code. What is reported is the suspected abuse of a child, not the identification of a perpetrator.

7. **When is a teacher required to report?**

Section 34.02(d) of the Texas Family Code requires that an oral report be made "immediately on learning of the abuse or neglect, or likelihood of abuse or neglect." In practical terms, the statute prescribes that the report must be made **within 48 hours of the time the teacher first suspects abuse or neglect.** The oral report must be followed, within five days of the time the teacher first suspects abuse or neglect, by a written report.

8. **To whom is the report made?**

Reports must be made to any local or state law enforcement agency and to the Texas Department of Human Services, Child Protective Services, in each county. If the school or teacher does not know the phone number of the local unit, it can be obtained by calling the toll free **Child Abuse Hotline: 1-800-252-5400.**

9. **What happens after a report has been made?**

After a referral has been made, a DHS caseworker and supervisor will determine whether the allegation is sufficient to warrant investigation. Their evaluation will be based upon 1) the degree of harm or threatened harm to the child, and 2) the immediacy of the harm or danger.

Along with available resources and the legal basis for providing the services, the worker and supervisory staff's evaluation will be considered in assigning a priority level to the particular case. Three possible priorities exist:

Priority I intake and investigation is for children who are alleged or found to be abused or neglected to the extent that they are in imminent danger of death or serious physical harm, or for whom court-ordered services must begin immediately. Both the investigation and protective services for the child must begin within 24 hours of receiving the report.

Examples of a Priority I situation include:

A) a child has died from abuse or neglect and other children remain in the family/household

B) a child has a serious physical injury such as fractures, head injuries, internal injuries, etc.

C) parents threaten serious injury or death to a child

D) a child threatens to commit suicide

E) a child appears to have failure to thrive syndrome or is severely malnourished

F) a child 11 years or younger has been sexually abused or sexually exploited or a child 12 years or older has been sexually abused or exploited and is alleged to be in immediate danger of further abuse

G) a pre-school child is left alone

H) truants, runaways, or unmarried school-age parents are alleged to have incurred Priority I abuse or neglect .

Priority I reports are not limited to the above examples.

Priority II intake is for other children who are alleged or found to be abused or neglected or for whom a court orders services. The investigation and protective services for the child must begin within 10 days after the report is made. The caseworker will notify law enforcement officials within three days of receiving the report; if the situation involves sexual abuse, the caseworker must notify law enforcement officials within 24 hours.

Priority II referrals are distinguished from Priority I in that they are considered routine referrals involving some apparent abuse. Unlike Priority I reports, a Priority II designation indicates that there is probably not an immediate danger to the child's life. Priority II reports include, but are not limited to the following:

A) Excessive physical punishment of the child accompanied by emotional abuse, with no danger to the child's life

B) a child under six years old is bruised on non-vital areas of the body and the social and medical histories are not consistent with child abuse

C) a child is sick and there is obvious delay in seeking medical attention, but the child's life is not in danger

D) chronic neglect is impairing a child's growth and development

E) a child has been abandoned with someone who is unwilling to continue caring for the child

F) a child is severely abused or neglected emotionally

G) a child 12 years or older is sexually abused or exploited

H) lack of supervision is alleged to have a detrimental effect on the child.

Priority III intake is for children who are not alleged or found to be abused or neglected, or for whom services are not court-ordered, but for whom the potential for abuse may exist. It is DHS policy not to classify abuse or neglect reports as Priority III. DHS staff must notify law enforcement officials of Priority III reports only if the officials have requested to be notified of such reports. Examples include, but are not limited to the following:

A) a child receives excessive discipline without injuries or bruising

B) an older child is kept home from school to babysit a younger child

C) a child is receiving chronically poor care but does not appear to be functionally impaired

D) a child is a chronic truant, the school has taken every action possible, including the court, and there are no resources other than DHS.

10. Must a teacher give his or her name when reporting a case of suspected child abuse or neglect?

According to section 34.02(d) of the Texas Family Code, anonymous reports are not encouraged, but DHS must accept them and investigate them.

11. If a teacher reports suspected child abuse, will his or her name be revealed to the child's parents?

No. Confidentiality is assured by section 34.08, Texas Family Code, for purposes of the investigation. However, the identity of the person who makes the report may be disclosed orally to the district attorney and to law enforcement officials.

12. Must a teacher or school official notify parents when a report is made concerning their child?

No. DHS is responsible for notifying the family.

13. **What can a teacher do if a parent shows up at school to take a child once a report of abuse has been made concerning that child?**

If only a referral has been made, and DHS has taken no legal action, the teacher or the school cannot refuse to deliver the child to his or her parents. The school should immediately notify DHS of the parents' actions, however. DHS will always notify the school when legal action has been taken. If, by court order, a child has been removed from the home of his or her parents, the teacher or school should refuse to release the child to the parents and immediately notify the police.

14. **What if a teacher has reported child abuse before, with no apparent result. Why should he or she do so again in a case of suspected abuse?**

In the first place, the teacher is mandated by law to report. Failure to do so, when the teacher has cause to believe that a child has been or will be abused or neglected, is a Class B misdemeanor.

Secondly, making the report initiates a record, both for the provision of protective services for the child and for the possible filing of criminal charges against the offender.

Finally, even though a person who has reported suspected abuse may think nothing has been done, that perception is not necessarily accurate. For instance, someone may report child abuse thinking that removal of the child from the home is the only available remedy. In pragmatic terms, removal is a step which the courts view seriously. A judge will demand very good reason for doing so before implementing such a measure. While the child's welfare is paramount, the laws in Texas are also very protective of parents' rights. The person who reports must keep in mind that removal of the child, while sometimes necessary, is regarded as the least desirable recourse if in-home support and education services are feasible. Because removal is extremely traumatic for a child it is sometimes preferrable, as a last resort, to remove the offender.

15. **What penalty does a teacher face for not reporting child abuse or neglect in accordance with the statute?**

Failure to report in accordance with the statute is a Class B misdemeanor. Section 12.22 of the Texas Penal Code prescribes the following penalty:

> "An individual adjudged guilty of a Class B misdemeanor shall be punished by:
>
> 1) a fine not to exceed $1,000;
> 2) confinement in jail for a term not to exceed 180 days; or
> 3) both such fine and imprisonment."

16. **What can a teacher do when he or she has made a report and is concerned about whether anything has been done for the child?**

A person who has made a report may call DHS and ask the assigned caseworker what, if any, action has been taken regarding that report. DHS is bound by confidentiality, and--especially when the report is being investigated--will not divulge details with particularity. The person who made the report should be able to find out whether that report was validated. If the teacher is dissatisfied with the caseworker's response, he or she can call the worker's supervisor. If still not satisfied, the person who made the report can call the program director and the regional director.

If the teacher has not been notified within 30 days of making the report, he or she may call DHS and ask to know the status or result of the investigation. The investigation must normally be completed within 30 days, but in special circumstances that deadline may be extended.

17. **What if a child is aware the teacher suspects he or she is being abused and asks the teacher not to report it?**

The teacher who has any reason to suspect a child has been or will be abused is mandated by law to report, regardless of the child's wishes. In such an instance, the teacher should never promise not to tell anyone.

18. **What can be done when the teacher suspects a child will be in further jeopardy by going home from school?**

The teacher should call the local DHS Child Protective Services unit immediately to explain the urgency of the situation. If this is not possible, the following **Child Abuse Hotline** number can be dialed, toll free: **1-800-252-5400.**

19. **May interviews with the child be conducted at the school?**

Yes. Section 34.05(c), Texas Family Code, allows the Department of Human Services or an agency designated by the court to interview a child at any reasonable time and place, including the school. If access to a child at school is denied, the caseworker and supervisor may ask the district or county attorney to request a court order for the interview.

20. **Will a teacher who reports a case of alleged child abuse have to go to court?**

If the particular case the teacher reported does get to court, it is very likely that the teacher will be called as a witness. Teachers are considered very important witnesses because of their sustained contact with and their personal knowledge of the children.

21. **Can a teacher be sued for reporting a case of alleged child abuse?**

Grounds for a suit arise only when the teacher reports in bad faith. Section 34.03 of the Texas Family Code establishes immunity from civil or criminal liability for any person who reports in good faith--that is, who has cause to believe that a child has been or may be abused or neglected. If a teacher is uncertain, he or she may contact DHS for help in determining what constitutes "cause to believe."

22. **Can a caseworker remove a child from school when a report has been made?**

A child can be removed from the school by a caseworker only if a court order exists to that effect. Such a court order must be shown to school officials, and it must be signed by a judge. If the teacher or school official is still uncertain, he should call either the local DHS Child Protective Services unit or the judge who signed the order for verification.

23. **Is the parents' permission required to cooperate with DHS caseworkers?**

No. Teachers, or any persons who report, are not required to deal with parents at all. Once the report has been made, the teacher has no obligation to speak with parents.

24. **Are there any particular state or local policies pertaining to child abuse of which school personnel should be aware?**

For programs (such as teacher in-service training) and policies at the local level, the local DHS unit can be contacted for specific information.

At the state level, Section 16.052(d) has been added to the Education Code, requiring that all certified professional educators be instructed in recognizing and responding to signs of abuse cr neglect in students [effective in the 1985-86 school year and thereafter].

CHAPTER 34, TEXAS FAMILY CODE: REPORT OF CHILD ABUSE.

Section 34.01.	Persons Required to Report
Section 34.011.	Form
Section 34.02.	Contents of Report: To Whom Made
Section 34.03.	Immunities
Section 34.031.	False Report
Section 34.04.	Privileged Communications
Section 34.05.	Investigation and Report of Receiving Agency
Section 34.06.	Central Registry
Section 34.07.	Failure to Report: Penalty
Section 34.08.	Confidentiality

Section 34.01. Persons Required to Report.

Any person having cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect shall report in accordance with Section 34.02 of this code.

Section 34.011. Form.

The Texas Department of Human Services shall promulgate a form and cause a sample to be distributed for the reporting of suspected occurrences of child abuse as required by Section 34.01 of this code. Copies of the form shall be distributed to all licensed hospitals in this state to be available for use without charge by hospital employees, physicians, patients, and other persons. The form shall include a statement that child abuse reports are confidential and that information contained in the reports, including the name of the person making the report, may be used only for the purposes consistent with the investigation of child abuse. The form shall give the address of the Texas Department of Human Services. Hospital employees, physicians, patients, and other persons must complete the form and return it to the Texas Department of Human Services.

Section 34.02. Contents of Report: To Whom Made.

(a) Nonaccusatory reports reflecting the reporter's belief that a child has been or will be abused or neglected, or has died of abuse or neglect, has violated the compulsory school attendance laws on three or more occasions, or has, on three or more occasions, been voluntarily absent from his home without the consent of his parent or guardian for a substantial length of time or without the intent to return shall be made to any local or state law enforcement agency, and in addition shall be made to:

(1) the Texas Department of Human Services; or
(2) the agency designated by the court to be responsible for the protection of children.

(b) All reports must contain the name and address of the child, the name and address of the person responsible for the care of the child, if available, and any other pertinent information.

(c) All reports received by any local or state law enforcement agency shall be referred to the Texas Department of Human Services or to the agency designated by the court to be responsible for the protection of children. The department or designated agency immediately shall notify the appropriate state or local law enforcement agency of any report it receives, other than from a law enforcement agency, that concerns the suspected abuse or neglect of a child or death of a child from abuse or neglect.

(d) An oral report shall be made immediately on learning of the abuse or neglect, or likelihood of abuse or neglect, as prescribed in Subsection (a) of this section. If a professional has cause to believe that a child has been or may be abused or neglected, the professional shall make an oral report as prescribed by Subsection (a) of this section not later than the 48th hour after the hour the professional first suspects that the child has been or may be abused or neglected. In all instances, a written report shall be made within five days to the same agency or department. Anonymous reports, while not encouraged, will be received and acted on in the same manner as acknowledged reports. In this subsection, "professional" means an individual who is licensed or certified by the state, or who is an employee of a facility licensed, certified, or operated by the state, and who in the normal course of official duties, or duties for which a license or certification is required, has direct contact with children. "Professional" includes teachers, nurses, doctors, and day-care employees.

Section 34.03. Immunities.

Any person reporting pursuant to this chapter is immune from liability, civil or criminal, that might otherwise be incurred or imposed. Immunity extends to participation in any judicial proceeding resulting from the report. Persons reporting in bad faith or malice are not protected by this section.

Section 34.031. False Report.

If, in connection with a pending suit affecting the parent-child relationship, one parent of a child makes a report alleging child abuse by the other parent that the parent making the report knows lacks factual foundation, the report shall be deemed a knowingly false report. Evidence of a false report shall be admissible in any suit between the parents involving terms of conservatorship.

Section 34.04. Privileged Communications.

In any proceeding regarding the abuse or neglect of a child or the cause of any abuse or neglect, evidence may not be excluded on the ground of privileged communication except in the case of communications between attorney and client.

Section 34.05. Investigation and Report of Receiving Agency.

(a) The Texas Department of Human Services or the agency designated by the court to be responsible for the protection of children shall make a thorough investigation promptly after receiving either the oral or written report. The primary purpose of the investigation shall be the protection of the child.

(b) In the investigation the department or agency shall determine:

(1) the nature, extent, and cause of the abuse or neglect;
(2) the identity of the person responsible for the abuse or neglect;
(3) the names and conditions of the other children in the home;
(4) the evaluation of the parents or persons responsible for the care of the child;
(5) the adequacy of the home environment;
(6) the relationship of the child to the parents or persons responsible for the care of the child;
(7) all other pertinent data.

(c) The investigation shall include a visit to the child's home, a physical examination of all the children in that home, and an interview with the subject child. The interview with the child may be conducted at any reasonable time and at any place, including the child's school. The investigation may include an interview with the child's parents. The investigation may include a psychological or psychiatric examination of all the children in that home. If admission to the home, school, or any place where the child may be, or permission of the parents or persons responsible for the child's care for the physical examinations cannot be obtained, then the juvenile court, or the district court upon cause shown, shall order the parents or the persons responsible for the care of the children, or the person in charge of any place where the child may be, to allow entrance for the interview, the physical examination, and the investigation. If the parents or person responsible for the child's care does not consent to a psychological or psychiatric examination of the child that is requested by the department or agency, the juvenile court or district court, upon cause shown, shall order the examination to be made at the times and places designated by the court. A parent or person responsible for the child's care is entitled to notice and a hearing when the department or agency seeks a court order to allow a psychological or psychiatric examination.

(d) If, before the investigation is complete, the opinion of the investigators is that immediate removal is necessary to protect the child from further abuse or neglect, the investigators shall file a petition pursuant to Chapter 17 of this code for temporary care and protection of the child.

(e) The agency designated by the court to be responsible for the protection of children or the department shall make a complete written report of the investigation. The report, together with its recommendations, shall be submitted to the juvenile court or the district court, the district attorney, and the appropriate law enforcement agency

if sufficient grounds for the institution of a suit affecting the parent-child relationship are found.

(f) On the receipt of the report and recommendation required by Subsection (e) of this section, the court may direct the investigator to file a petition seeking appropriate relief under Subtitle A of this title.

Section 34.06. Central Registry.

The Texas Department of Human Services shall establish and maintain in Austin, Texas, a central registry of reported cases of child abuse or neglect. The department may adopt rules and regulations as are necessary in carrying out the provisions of this section. The rules shall provide for cooperation with local child service agencies, including hospitals, clinics, and schools, and cooperation with other states in exchanging reports to effect a national registration system.

Section 34.07. Failure to Report: Penalty.

(a) A person commits an offense if the person has cause to believe that a child's physical or mental health or welfare has been or may be further adversely affected by abuse or neglect and knowingly fails to report in accordance with Section 34.02 of this code.

(b) An offense under this section is a Class B misdemeanor.

Section 34.08. Confidentiality.

The reports, records and working papers used or developed in an investigation made under this chapter are confidential and may be disclosed only for purposes consistent with the purposes of this code under regulations adopted by the investigating agency.

HOUSE BILL 986

On June 14, 1985, Governor Mark White signed House Bill 986, mandating the training of educators "to recognize and respond to signs of abuse or neglect in students."

In amendment to Section 16.052 of the Education Code, this bill states that:

> "...as a part of inservice training and preparation, all certified professional educators must be instructed in recognizing and responding to signs of abuse or neglect in students."

The bill applies to teacher in-service training and preparation for the 1985-1986 school year and thereafter.

In view of the statutory mandate, this handbook is designed to provide professional educators throughout the state of Texas with the materials and resources to conduct such in-service training in their schools. The following section of the handbook presents a model for the content of in-service training in recognizing and responding to signs of abuse or neglect in students.

TEACHER TRAINING: Possible Sources

In addition to training available through established programs and curriculums, and that which can be developed by each separate school or school district, teacher training in the prevention of child abuse and neglect may be available through many of the following sources:

* Texas Department of Human Services
* Family Outreach Speakers Bureaus
* TEA Regional Service Centers
* Local Health Departments
* Child Welfare Boards
* Texas A & M Extension Service Agents
* Battered Women's Centers
* Mental Health Associations
* National Committee for the Prevention of Child Abuse (chapters in San Antonio, El Paso, Lubbock, Laredo, Houston)
* Mental Health Associations
* Rape Crisis Centers
* Parents Anonymous
* Community Counseling Centers
* Local Prevention Community Coalitions
* Local County Medical Societies
* Texas Coalition for the Prevention of Child Abuse
* Governor's Juvenile Justice Education Project

The best kind of training to provide for your faculty, staff, and parents is a combined, interdisciplinary training, which can be planned coordinating the efforts of experts from the Texas Department of Human Services, medical and legal professionals, and police officers in panel format, as well as various counseling resources.

Child Abuse Resource Centers such as those in Lubbock and Austin (The University of Texas) have excellent films to supplement oral presentations. You may also find this type of resource at local Departments of Human Services and at some P.T.A. headquarters. We encourage you to spend preliminary time surveying your community resources prior to spending unnecessary time duplicating the efforts of others. The answer to the problem of child abuse and neglect lies in the combined efforts of our community members.

SUGGESTED CONTENTS OF IN-SERVICE TRAINING

Part 1. **Background of Child Abuse & Neglect:** This portion of In-Service Training is provided for opportunities to learn and demonstrate an understanding of:

The six stages of awareness at which individuals within a community may be--teachers should be able to recognize at which level they and their peers are.

Descriptions and definitions of the four basic types of child abuse & neglect.

The Physical and Behavioral Indicators of each of the four types of child abuse and neglect.

(Suggested time: 2 Hours)

Part 2. **Reporting and the Law:** Teachers should be given information concerning their legal responsibility to report suspected cases of child abuse and neglect, including the following:

A description of the laws which exist in the United States and specifically, Texas, and what teachers are required to do (Copies of the law should be made available to teachers who wish to know exactly what the law says).

An explanation of the reporting procedures required by the local school district and/or the school in which they teach, including a description of the teacher's rights and responsibilities .

A Question and Answer Session during which teachers may ask questions concerning identification and reporting.

(Suggested Time: 2 Hours)

Part 3. **Implementing a Personal Safety Program or Curriculum in the Classroom:** Once your school has identified the personal safety program or curriculum it will implement, your teachers should be fully aware of what it will address and how it will be implemented. They should be provided with:

A description of the criteria necessary for a good child abuse and neglect program/curriculum.

A description of the child abuse and neglect program which your school is implementing, including details about length, required participation, curriculum, and scheduling.

Tips on addressing the topic of Personal Safety in the classroom, including handling disclosures, ongoing response to students who disclose, dealing with parents, etc.

(Suggested Time: 2 Hours)

Part 4. **Practice.** Teachers should be provided with an opportunity to practice what they have learned during in-service training. This practice is best done in small groups, through the use of hypothetical scenarios, as described in section IIIF of this handbook.

(Suggested Time: 2 Hours)

Notes: Comprehensive and effective teacher training should include all four parts described above. An eight hour session all on the same day might be a little too much for some people to handle. Try scheduling it on a series of days prior to the implementation of your school's prevention program. Perhaps Parts 1 and 2 could be scheduled for the first session, preferably in the morning, when teachers are not tired from a day's work. Parts 3 and 4 could then be scheduled on a subsequent day. The best training will contain all four parts, however the contents of Parts 1 and 2 are sufficient to satisfy the requirements of House Bill 986.

Try bringing in the team of professionals your school chooses to work with on the issue of child abuse and neglect prior to the training, and have them identify the sections of the four parts which they could address for you. Schedule the training accordingly. Don't try to do this all by yourself! It's best when the work is shared, just as prevention is most effective when professionals in all capacities work together.

TEACHER IN-SERVICE WORKSHEETS*

On the following pages are seven worksheets which are intended for use in your in-service training. Teachers should complete the worksheets during and after training and should be encouraged to keep them available for needed reference.

The information necessary for completion of most of the worksheets is available in this handbook. Additional information about resources in your community should be available from local agencies and authorities in your school district. It is suggested that these authorities be asked to participate in developing and delivering in-service training in your school. This will not only insure a quality in-service session, but can help to develop the solid relationship necessary for effective prevention and treatment of child abuse and neglect.

*This information is adapted from material in The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect, U.S. Department of Health and Human Services, Publication No. OHDS 84-30172.

WORKSHEET #1: Definition of Child Abuse & Neglect

According to laws in the state of Texas, reportable child abuse and neglect is defined as:

WORKSHEET #2: Physical and Behavioral Indicators

The four types of victimization which affect children are:

1._____ 2._____

3._____ 4._____

For each of the above, list the most common physical and behavioral indicators:

Type of Abuse:

Behavioral Indicators **Physical Indicators**

Type of Abuse:

Behavioral Indicators **Physical Indicators**

Type of Abuse:

Behavioral Indicators **Physical Indicators**

Type of Abuse:

Behavioral Indicators **Physical Indicators**

WORKSHEET #3: Who Reports

According to laws in this state, persons required to report suspectd child abuse and neglect include:

_____

_____

_____

_____

_____

Persons in Texas who report suspected child abuse and neglect in good faith are immune from civil liability and/or criminal penalty. Reporting "in good faith" means:

_____

_____

Persons who suspect child abuse and neglect but do not report are subject to:

____ No Penalty ____A Penalty up to _____

_____

WORKSHEET #4: Local Reporting Policies

This local school district:

_____ does have a child abuse and neglect policy.

In summary, the policy is: _____

_____

_____

_____

_____ **does not** have a child abuse and neglect policy. (If no policy exists, what should a policy say to adequately reflect state law?)

_____

_____

_____

_____

WORKSHEET #5: State & Local Reporting Requirements

1. **SCHOOL DISTRICT:**

   A _____(type of report) must be made to

   _____(name & position of person)

   within _____hours.

   Phone Number:

   Address:

   Notes:

2. **ORAL REPORTS TO DEPARTMENT OF HUMAN SERVICES:**

   An oral report ____is/____is not required. If an oral report is required, it must be made to DHS immediately and not later than within _____ hours.

   Phone Number:

   Address:

   Notes:

3. **WRITTEN REPORTS TO DEPARTMENT OF HUMAN SERVICES:**

   A written report ____is/ ____is not required. If a written report is required, it must be made to DHS within _____ days.

   Address:

   Notes:

WORKSHEET #6: A Reporting Form

The following information must be provided to:

Name:_____ Position:_____

Phone:_____ Address:_____

(If the above person is a person **within** the school, make sure you remember the information on Worksheet #5 regarding mandated reports to the Department of Human Services.)

Child's Name: _____ Age:_____ Sex:_____

Address:_____

_____

Caretaker(s)'s Name(s):_____

Address:_____ _____

_____

Type of Abuse Suspected:_____

Physical Indicators Observed:_____

_____

_____

Behavioral Indicators Observed:_____

_____

_____

Other Indicators Observed/Known:_____

_____

_____

Person(s) Reporting:_____

Position(s):_____

Date of Report:_____

WORKSHEET #7: Special Services for Children

For this school, the following special services are available for abused or neglected children: (These same individuals can serve as a multidisciplinary resource team for your school.)

1. **PSYCHOLOGIST.**

   Name: _____

   To Refer Child, Contact: _____

   _____

   Trained in Child Abuse & Neglect: _____Yes _____No

2. **SOCIAL WORKER.**

   Name: _____

   To Refer Child, Contact: _____

   _____

   Trained in Child Abuse & Neglect: _____Yes _____No

3. **PHYSICIAN.**

   Name: _____

   To Refer Child, Contact: _____

   _____

   Trained in Child Abuse & Neglect: _____Yes _____No

4. **COURT LIASON.**

   Name: _____

   To Refer Child, Contact: _____

   _____

   Trained in Child Abuse & Neglect: _____Yes _____No

If specialists are not available, how can needed services be provided to abused or neglected children?

If specialists are not trained in child abuse & neglect, what resources exist for this training?

In-Service Training: The Use of Hypothetical Scenarios

In addition to providing factual background information during training, it is important to test the potential application of that information. The scenarios on the following pages were adapted from materials in the Training for Trainers manual developed by the Committee for Children in Seattle, Washington. They are excellent for use in in-service training, but should be used only with the appropriate preparation. Preparation for the use of possible scenarios should include the following:

1. **Choose a qualified facilitator.**

   The facilitator should not be selected solely on the basis of seniority or because he or she volunteers to do so. When dealing with the topic of victimization, any person who will be speaking to your teachers should have special training in the areas they will be addressing and should have adequate knowledge about the questions teachers will ask. In addition to this, it is desirable to select someone who is known to have a rapport with teachers, able to understand the problem from not only the teacher's point of view, but also that of the Department of Human Services, that of the families involved with abuse, and that of law enforcement officials involved.

2. **Preview the scenarios beforehand.**

   Take time to meet with the facilitator prior to the actual in-service training. At this time, you might want to gather a teacher, someone from DHS, a parent, and a health professional to discuss the possible questions that could arise from each scenario. Come up with answers to the questions that might arise. This is a good time to begin implementing a uniform policy for your school.

3. **Decide on the format for the exercises.**

   Will you want to discuss the scenarios in a large group, all at once? Would you prefer to have individuals work on the scenarios alone first, then with the group as a whole? Or, would you like to have teachers work in groups of four or five each? If you elect to have teachers work in small groups, the chances are that they will benefit from their experience more than if in larger groups in which their chances of direct participation become smaller. However, the small groups should be able to consult with the facilitator throughout their work to make sure that they are not basing their answers on faulty or misleading assumptions. You might want to bring in volunteers from local agencies to work with each small group.

4. **Try to keep the discussions off of past incidents.**

   With emotionally loaded topics such as victimization, teachers will always want to share their own experiences with children who had obviously been victimized. Some of these stories will be "success

stories," others tend to be "horror stories" about what wasn't done or how a teacher was "duped." While these issues are real, they tend to turn what could be a very productive training session into a story-telling session which is very difficult to work with. Encourage your teachers to focus on the scenarios at hand, keeping in mind the information they have been given. Ask them to try and "wipe the slate clean" and to work with the scenarios with an open and optimistic mind. Pessimism and paranoia spread.

5. **Have a preliminary meeting of your teachers.**

This meeting, attended voluntarily, can be the source of much information about what issues they are concerned about. It can also help to cut down on distractions during your training, such as those mentioned in #4 above. At such a meeting, they can share past experiences, and can feel that their experiences and opinions are actually contributing to what is being done about the problem. Such a meeting need not be any longer than 1 or 1-1/2 hours. It might be a good idea to have your facilitator sit in on the meeting too.

6. **Make sure that you have presented background materials.**

Most people are uncomfortable when expected to do something if they do not have access to information which is necessary. Teachers are no exception. It is unrealistic to expect your teachers to know exactly what to do when they suspect a child has been victimized if they have not been told prior to the scenarios. For this reason, scenarios should not be used until teachers are aware of the various laws and procedures that they must follow in these circumstances. Attempting to use scenarios prior to providing the background materials usually ends up with a very frustrated facilitator who has to take frequent "times-out" to update them on the background necessary for making sound decisions in the various situations.

Scenario 1.

You have a model child in your class. He is cooperative, helpful, and bright; he never gets in trouble and is very anxious to please. He is "too good to be true." You notice that periodically he doesn't want to go home from school.

What could you do?

Suppose that you have talked further with the child and discovered that he is reluctant to go home on the days when he has a particular babysitter. He does not reveal any touching with the babysitter.

What could you do?

Eventually, it does come out that the babysitter has been abusing the child. The parents do not want to prosecute, and have moved out of the area. You are aware that the same babysitter is used by other families at the school.

What could you do?

Scenario 2.

A child in your school is acting out sexually with other children. She also climbs on adults at school, rubbing herself against them. She often does this with you.

What could you do?

You have reported to your supervisor your observations and concerns. She says she will take care of the situation. You notice that the behavior is escalating.

What could you do?

A report is finally made. The investigation reveals that sexual abuse is occurring. The offender, the mother's brother, is not allowed access to the child. The child is in therapy. She continues to act out sexually with other children and at other times appears depressed and distracted.

What could you do?

Scenario 3.

You are teaching one of the lessons in an anti-victimization curriculum. A child says, "My mother doesn't come home at night."

What could you say immediately?

How could you follow up?

What could you do if you suspected neglect?

Suppose you made a report, the case is investigated, and Child Protective Services drops it due to lack of evidence.

What could you do?

How could you deal with the child?

You begin to notice additional indicators--the child is always hungry, wears the same clothes day after day, becomes detached.

What could you do?

How could you deal with the child?

Scenario 4.

You are aware that a child in your school was physically abused previously by a stepfather. The stepfather has been out of the house for almost a year. The child has been aggressive and hard to handle. Lately, you notice that she has withdrawn and refuses to sit down at her desk for very long, and she has been wearing a long-sleeve sweater even though it is very warm.

What could you do?

You have made a report and the investigation reveals that the mother's boyfriend has been severely physically abusing the child. The mother agrees not to see the new boyfriend any longer. During one of the lessons on anti-victimization, she says that her mom's boyfriend used to lock her in the closet and "hit me with a wire if I cried." She begins to cry and several little boys in the class tease her.

What could you do?

Scenario 5.

It is open house and parents are visiting their children's classrooms and teachers. During the conference time, a woman points out that she heard teachers were learning about child abuse. You begin a conversation on the topic, and she says that she believes that it is good, but that children do sometimes lie about being about being sexually abused because they watch so much television. The woman says that her six-year-old daughter told her that an older brother abused the little girl. The woman says that she and her husband questioned their 14-year-old son. He said he did not do anything to his sister. The six-year old , therefore was making it up, and was punished. "That put an end to that," she says.

What do you have to consider in making an appropriate answer in this situation? Come up with at least three good responses. Predict responses by the mother and by other parents at open house who may have overheard the situation.

IMPLEMENTING PROGRAMS FOR CHILDREN

TEACHING PERSONAL SAFETY

BEFORE YOU BEGIN TO TEACH PERSONAL SAFETY, REMEMBER:

Working with the topic of victimization may be difficult. You are not immune; your emotions are there! You cannot handle it all, and you MUST take care of yourself in the whole process.

Once you "hear about it," you will hear more. It is like a sponge needing water---all water trickles towards it. When you are open and knowledgeable, you will hear more, and you will wonder how many times you didn't hear in the past.

The point for you to remember is that **it is not okay for an adult to be victimizing a child.** The question is not, "Has there been trauma?" The whole point is that victimization is not okay. You may want to reinforce the fact that victimization happens to many children; the adult is responsible; the child is not to blame; and there is help in the community.

YOUR PERSONAL PREPARATION IS IMPORTANT

Take time to become thoroughly familiar with the anti-victimization materials, including knowledge of the reporting laws and procedures. Assess your personal comfort level and be aware of personal biases and feelings about all forms of abuse. There are valid reasons for feelings of discomfort and it is perfectly okay and professional to call for resource help in areas where you may feel uncomfortable.

Read and re-read the basic concepts of the continuum of touch, trusting your senses, decision-making and assertiveness which follow. Know community resources as well as resources available for the classroom.

1) Every one needs to be touched.

2) Some touches make us happy, some touches scare or confuse us and some touches hurt us.

3) Children have a right to their own bodies and feelings.

4) Children need to "trust their senses."

5) Children have a right to say, "No," move away, and tell someone they trust if anyone is touching them inappropriately.

6) Children should keep telling until someone "hears" them and takes some action. It is never too late to tell.

*This information is based upon material from the Tacoma School District, "Personal Safety Curriculum," Tacoma, Washington.

7) Children are not to blame if someone touches them inappropriately.

8) Children need to know who to tell.

9) Sexual abuse happens to many boys and girls, and there is help available for families where abuse is occurring.

10) Personal safety, is not something children need to worry about 24 hours a day, but is another kind of safety like bicycle safety or water safety.

WHEN YOU PLAN TO START A PROGRAM

1) **Set the tone for sharing and listening.** You may want to have the children sit on the rug, or in a circle.

2) **Clearly introduce the topic.** You might say, "For the next few days we are going to be talking about personal safety. When you were one year old, our parents and family watched out for our safety. Now that you are older, you can take more responsibility for your own safety. YOU ARE VERY IMPORTANT! And because you are so important, we want to make sure you can help yourself in order to be safe. Personal safety means following safety rules, being ware of what is going on around you, making "best" decisions in potentially dangerous or risky situations, and asking for help when it is needed.

   If we know about personal safety, we can usually feel pretty safe. It is like bicycle safety or water safety. When we know about it, we don't have to worry about it.

3) **Anticipate embarrassment.** Acknowledge early that most people are uncomfortable talking about some of these things and that is okay. Until recently we have not talked openly about this subject.

4) **Answer all questions clearly and simply.**

5) **Define all terms.** Do not assume students understand all the words.

6) **Draw upon your students' ideas, experiences and knowledge for definitions.** Accept their statements and keep building on them until the answer is complete. Then simply summarize by putting their key points together.

7) **Always balance an example of "not okay" or hurtful touch with an example of good, nurturing touch.**

8) **Relate discussion to safety and keep students on track.**

9) **Give information appropriate to grade level.**

10) **Repeat material in different ways so that any possible confusion is cleared up.**

11) **If you are asked an uncomfortable question, and you need time to think, you may want to ask children, "Who thinks they might know the answer?"**

12) **Be aware of students' behaviors.** Simple signals of problems or possible abuse may be present. Pay particular attention to students who act out, who avoid eye contact after the discussion, who sink down in their chairs, become ill midway through the discussion, ask specific questions or give specific answers indicating more knowledge than generally appropriate, or behaviors unusual for the student. These are students you may want to talk with privately. It is entirely possible a student may exhibit some of these behaviors for reasons other than abuse. One boy explained, "I couldn't sit still. I had a turtle in my pocket." At the same time, some children will report abuse. It is difficult, at first, to maintain a balance between seeing every student as abused, or disbelieving abuse could happen to any child in your class. This is natural, and will change with experience.

13) **Be as creative as you want, and have fun in teaching.** Simply cover the basic concepts and include drama, creative writing, role plays, puppetry, poetry, posters, guest speakers, audio-visuals, or whatever you like.

ACTION PLAN FOR ANTI-VICTIMIZATION PROGRAM IN SCHOOL

OBJECTIVE: To provide in-service training for teachers on child abuse prevention, with the goal of implementing a school-wide prevention program.

Goals	People Who Can Help Implement Program	Activities	Date	Cost of Program	Source of Funding
1.					
2.					
3.					
4.					

CRITERIA TO USE WHEN EVALUATING ANTI-VICTIMIZATION PROGRAMS FOR CHILDREN

Because of the critical and sensitive nature of the topic of anti-victimization education in our public schools, it is important for educators to select programs and curriculums which will realistically address the needs of your individual community and school.

The Special Subcommittee on the Prevention of Child Abuse developed the following criteria which should be considered whenever you are reviewing a program for implementation in your school. Each of the criteria is explained in further detail on the folowing pages.

THE CRITERIA

Attitudes & Topics Covered

Training of Teachers

Involvement of Parents

Method(s) of Presentation

Evaluation

Follow-Up

For each of the above criteria, we have identified several levels at which a program might be. It is up to you as a decision-making educator in your community to meet with the persons most involved in this area for your school district to decide which level best suits the needs you have.

It may not be possible for your school to implement a program which meets all the criteria. Please remember that in order for a program to be excellent, it is not necessary to meet the criteria on the most complex level. However, when one or more criteria might be a little weak, it is important that the other criteria compensate. For example, a program which does not cover all topics extensively in the initial classroom exposure might compensate by having extensive follow-up activities for the students.

ATTITUDES/TOPICS COVERED*

Level I. The program at this level focuses on only one area of abuse. It provides basic instruction in the prevention of that one type of victimization, including the recognition of victimizing situations, identification of possible abusers, what a child's rights are, and what to do in a victimizing situation or if victimization has occurred. Grades levels and ages of audience are taken into consideration when program is planned.

Level II. Self esteem concepts and communication skills which can help the child prevent his/her own victimization are taught in detail. More than one area of victimization is dealt with.

Level III. The topics of affection and discipline within the family are positively reinforced. The perpetrator of abuse is presented as a human being with specific problems, and suggestions are made for dealing constructively with such a person. The various forms of abuse are addressed.

*These levels are cumulative in nature, with each level including the contents of the previous level(s).

NOTE: It is difficult to sacrifice any of the attitudes and topics covered in all three levels. The excellent program includes all of the above. Sacrificing the content of any of the levels provides an unbalanced view of the situation which may be more harmful than helpful. It is important that a balanced, fair, and thorough presentation of topics is made with any program or curriculum. On the following page are some points which should be kept in mind when evaluating the content of a program for implementation.

A Good Program is One That...

DOES NOT focus on "stranger danger" to the exclusion of abuse by family members, friends, and acquaintances.

DOES NOT provide a view of perpetrators as "dirty old men" who are beyond help.

DOES provide some type of reinforcement of healthy affection between family and friends.

DOES NOT present anything coming from an approach which could lead the child to think that victimization is his/her fault.

DOES present conflict and anger as healthy and necessary parts of human interaction. However, it is the manner in which conflict and anger are dealt with which can be unhealthy, and this differentiation must be made.

DOES NOT include any approach which engenders fear and a sense of helplessness more than carefulness and a sense of competency.

TRAINING OF TEACHERS*

Level I. At this level, teachers would be provided materials which they would use for their own independent study of the topics covered.

In addition, they would receive a resource list of materials which they could obtain on their own for supplementary background reading and classroom use.

Furthermore, any lessons to be used with students would be provided in advance, with lesson objectives clearly stated for planning purposes.

Level II. In addition to materials such as those at Level I, a one-day in-service would be provided for the teachers. this in-service would include background on the types of victimization, reporting and the law, and how to deal with the victimized child in the classroom. Program materials and/or curriculums would be reviewed step-by-step.

Level III. Teachers attend a <u>series</u> of in-service training sessions which provide opportunities for follow-up and the handling of issues not handled at earlier sessions. this training would be provided <u>before</u> an anti-victimization program or curriculum was actually presented in the classroom(s).

Level IV. Training would be conducted before, during, and after the program materials are presented in the classroom(s) and would include debriefing on classroom experiences as well as on-going evaluation and improvement of techniques used.

*Cumulative Levels

PARENT INVOLVEMENT*

Level I. Parents receive written notification about the prevention program or curriculum prior to its implementation. A listing of the topics to be covered in the program is included so that parents can become aware of the issues which their children will be learning about.

Level II. Parents not only receive notification and information about the program, but are asked to attend a meeting at which the program is explained in depth and questions are answered.

Level III. Parents are provided with materials to use with their children at home to reinforce the lessons at schools. Parents are also provided with information about prevention programs for themselves as caretakers.

Level IV. Parents are provided an opportunity to enroll in a parent education class or series of classes which provide them with skills to prevent the abuse of their children and those of others. They are also given an opportunity to work in a volunteer capacity with members of the school staff.

*Cumulative Levels

METHOD(S) OF PRESENTATION

Level I. There is minimal guided discussion, with the majority of the presentation done through audio-visual materials and independent study by the children. Discussion tends to focus on guidance (giving instructions, etc.) and brief introductions to material.

Level II. The program is a prepared verbal presentation. Discussion is limited, usually in the form of a brief question and answer session after the presentatioan.

Level III. An open discussion is held with the class, with the teacher or leader stressing student openness and providing many examples for students to consider. Visual aids are used in the form of posters or photographs which must be explained orally.

Level IV. A guided discussion is held with the class, similar to that in Level III. There is active participation by the students in the form of role plays, singing, puppet presentations, or answering questions about hypothetical situations. Audio-visuals are engaging, and in addition to posters and photographs, may inclulde films, recorded songs, puppet shows, and dramatic presentations.

EVALUATION*

Level I. Evaluation is limited to keeping a record of what teachers, parents and students say about the program. Several of each group may be singled out for questioning (e.g., "what did you think about...?").

Level II. Teachers, students, and parents are given prepared evaluation forms to complete in open-ended form. If objective (true-false, matching, multiple choice...) questions are used, results are tallied in frequencies and percentages only (e.g.,"55% said it was too long").

Level III. A longitudinal study is done using pre- and post-tests which attempt to measure changes in attitudes and behavioral intent. Records are kept about the areas in which there was greatest and least improvement and changes in future implementation come from these results. Statistics are calculated to provide correlations (e.g., Girls scored higher when questions were...")

Level IV. A combined oral and written approach to evaluation is taken, with selected teachers, students and parents being interviewed about their expectations of and reactions to the program. A written questionnaire is also administered, including both open-ended and objective questions.

*Cumulative Levels

FOLLOW-UP*

Level I. Students are provided with reminders of the lessons learned, including buttons, posters, flyers, etc. Teachers are encouraged to stress points whenever relevant and to develop some procedure to deal with disclosure. School administration provides staff with definite procedure for dealing with disclosures at school.

Level II. Students are provided with follow-up activities which are done for several weeks after the presentation or curriculum is presented. School administration keeps in touch with staff to develop and amend reporting procedures for the school and makes sure everyone understands it.

Level III. After the presentation(s), students and parents are provided with follow-up activities throughout the school year. These activities stress the main points of the program/curriculum. Staff members of the program implemented (if not school-based) check back with school officials for progress and make a follow-up appearance at the school.

Level IV. Follow-up activities are provided for parents and students to do in the classroom and at home. While these activities may only be for several weeks following the presentation, the ideal method would be to schedule them regularly on an ongoing basis from year to year. A team of specialists (physician, social worker, court liason, police officer, etc.) is designated for assistance when dealing with disclosure.

*Cumulative Levels

SAMPLE PROGRAMS AND HOW THEY MEET THE CRITERIA

To make the criteria a little clearer, we have chosen four programs to evaluate using the six criteria. There is one program for each of the following four educational levels: pre-school, elementary, middle school, and high school. You can then judge potential programs using the six criteria using these evaluations as a guide.

It is important that you realize that very few programs fit the criteria perfectly. The criteria are ideals which are designed to facilitate the evaluation of different aspects of each program. For example, on a criteria which has cumulative levels, a program may have all the contents of a Level IV program, yet not include the contents of Level I. This should not cause you to worry; it merely tells you how the program rates against an ideal. It is up to your staff to decide whether you would like to find other ways to supplement the program so that it meets all the criteria to the fullest.

The programs selected for these sample evaluation are as follows:

Pre-School: STAR (Safety Through Assertive Response) Program, Family Outreach of San Antonio, Inc., 950 Donaldson Avenue, San Antonio, Texas 78228, Phone (512) 732 1278.

Elementary School: CAPP (Child Assault Prevention) Project, 1809 San Antonio Street, Austin, Texas, 78705, Phone (512) 472-4651.

Middle School: Personal Safety and Decision-Making, Seattle Institute for Child Advocacy, Committee for Children, 172 20th Avenue, Seattle, Washington 98122, Phone (206) 322-5050. (The Committee for Children also has materials for use with pre-school and elementary school children in English and Spanish.)

Secondary School: WHO (We Help Ourselves) Program, Mental Health Association of Dallas County, 2500 Maple Avenue, Dallas, Texas 75201, Phone (214) 748-7825. (The WHO Program has programs for pre-school through 12th grade.)

SAMPLE EVALUATION OF PROGRAM

PROGRAM: Safety Through Assertive Response **EDUCATIONAL LEVEL:** Pre-school

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ATTITUDES & TOPICS COVERED

(Level I) Level II Level III

Focuses primarily on Stranger Danger--identifying who a "stranger" is; teaches basic assertivenes skills, the difference between good touch and bad touch; includes several innovative methods for children to use to prevent their victimization.

TRAINING OF TEACHERS

Level I (Level II) Level III Level IV

Teachers receive a two-hour training session twice a year; the program content is explained to them, as well as how it is taught, and information about social services and resources is provided; teachers receive a curriculum and follow-up guide.

PARENT INVOLVEMENT

Level I Level II (Level III) Level IV

A conference is held for parents, during which they are told about the program and given the opportunity to ask questions for their own learning; parents receive a newsletter on a regular basis--the contents of this newsletter keep the parents involved by providing tips on parenting, a question and answer column which provides advice for problems parents might be having with their children, and special articles on topics of interest to parents.

METHOD(S) OF PRESENTATION

Level I Level II (Level III) Level IV

Lots of open discussion with opportunities for children to voice their feelings and opinions; use of drawings and posters for illustration; children participate in making drawings.

EVALUATION

Level I Level II (Level III) Level IV

Newsletter is evaluated with a questionnaire to parents; students and teachers are given pre-tests prior to instruction and post-tests at the end of the year.

FOLLOW-UP

Level I Level II **Level III** Level IV

Teachers are provided with monthly lessons to reinforce what was taught in the initial session.

SAMPLE EVALUATION OF PROGRAM

PROGRAM: Child Assault Prevention Project **EDUCATIONAL LEVEL:** Elementary

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ATTITUDES & TOPICS COVERED

Level I **Level II** **Level III**

The CAP Project fulfills the requirements for all three levels, including the six components of a good program described on page 70.

TRAINING OF TEACHERS

Level I **Level II** **Level III** **Level IV**

While at Level II, CAPP also provides components of Levels III and IV: it provides teacher training prior to presentation in the classroom and debriefing of classroom teachers on an informal one-to-one basis. The program plans to have a follow-up curriculum for classroom teachers in the future, along with the appropriate teacher training.

PARENT INVOLVEMENT

Level I **Level II** **Level III** **Level IV**

METHOD(S) OF PRESENTATION

Level I **Level II** **Level III** **Level IV**

EVALUATION

Level I **Level II** **Level III** **Level IV**

FOLLOW-UP

Level I **Level II** **Level III** **Level IV**

CAPP's follow-up consists of returning to schools 4-6 weeks after presentation, and returning to each classroom for a 5-10 minute discussion of the main points of the workshop. In the future, their staff plans to advocate for children identified by the program as having problems related to abuse or neglect. This will take the form of working with school staff to find resources in the community or school which can help the child. They will also be offering the previously mentioned follow-up curriculum and teacher training.

SAMPLE EVALUATION OF PROGRAM

PROGRAM: Personal Safety & Decision-Making; Committee for Children

EDUCATIONAL LEVEL: Jr. High/Middle School*

ATTITUDES & TOPICS COVERED

Level I Level II Level III

Very thorough handling of the topic of sexual abuse and exploitation; teaches advanced notions of decision-making, assertiveness, and prevention skills--should probably be augmented to include other forms of abuse.

TRAINING OF TEACHERS

Level I **Level II** Level III Level IV

Committee for Children can conduct special training for trainers, who can then conduct an eight-hour training session including program background, reporting and the law, and handling disclosures. Could be done as a series, and should probably include local authorities to guarantee that laws are fairly and accurately represented.

PARENT INVOLVEMENT

Level I Level II Level III Level IV

A sample letter describing the program and its goals, etc., is included in the materials. Parents are encouraged to call if they have questions.

METHOD(S) OF PRESENTATION

Level I Level II Level III **Level IV**

Masters for high-quality handouts are provided, including hypothetical scenarios for group discussion and worksheets for checking student responses. Requires active participation and decision-making on the part of the students. Does not include audio-visuals, but could easily do so.

EVALUATION

Level I **Level II** Level III Level IV

Teachers and students are given questionnaires which measure basic likes and dislikes about the program and what was learned. Evaluation of training is not mandatory, but could be planned as part of a local implementation action plan.

FOLLOW-UP

Level I Level II Level III Level IV

While parents are not included, the curriculum does provide scope and sequence charts for a three-year junior high school level program; additional activities and resource lists are provided.

* Committee for Children also has pre-school and elementary level curriculums.

SAMPLE EVALUATION OF PROGRAM

PROGRAM: We Help Ourselves **EDUCATIONAL LEVEL:** Secondary*

ATTITUDES & TOPICS COVERED

Level I Level II **Level III**

The WHO Program addresses all attitudes and topics covered in Levels I, II, and III, as well as the components of a good program listed on page 70. In addition, the program teaches the students to formulate their own plans for preventing victimization.

TRAINING OF TEACHERS

Level I Level II Level III Level IV

While specific training of teachers is not included in the program, teachers may voluntarily go through WHO training to be qualified as program presenters. This training includes two full-day training sessions followed by actual classroom observation. The final step is the supervision of the presentation of each of the WHO programs by the program coordinator. The teacher would be qualified to teach anti-victimization skills at all levels.

PARENT INVOLVEMENT

Level I Level II Level III Level IV

METHOD(S) OF PRESENTATION

Level I Level II Level III **Level IV**

The WHO program is best in a contained classroom. One presenter addresses a class size of 25-30 students, allowing for interaction and ease of discussion. Videotapes are used which depict victimizing situations with students of secondary school age, and students are encouraged to voice their observations and opinions freely. Methods are planned to utilize an already internalized value system, de-emphasizing rote learning and leaning heavily on discovery learning. Each presentation strives to take into consideration the particular characteristics of the school, its students, and its cultural environment.

EVALUATION

Level I Level II Level III Level IV

FOLLOW-UP

Level I | Level II | Level III | Level IV

Four follow-up lessons are provided for teachers to use with their classes once the class has had the initial presentation. Like the first discussions, these lessons provide stimuli to guide discussions which reinforce new ideas, facilitate application to new problems, and to examine alternatives and synthize the information. Each lesson is planned for a minimum of one class period .

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* WHO has presentations and follow-up activities for all educational levels.

APPENDIX A

HOW CAN I HELP THE ABUSED YOUNGSTER IN MY CLASSROOM?

Children who are victims of neglect, emotional, physical or sexual abuse need reassurance that they are a worthwhile person. For some children, **the teacher may represent their only opportunity for a positive relationship.** These children also need:

1) **Security.** Children need to feel safe, and to know they can trust you; that you will not embarrass them by telling others of their problem, or by scolding them in public. They need to know that you look forward to seeing them each day and that they **belong** in the group.

2) **Structure.** Routines help children feel secure. They need to be told what to do and how to respond (e.g., "Pick up your pen, and write this sentence"). In time, the child will feel more confident and will need less direction from you. However, each child needs structure to a different degree. Adjust for individual differences. One child may fit easily into your regularly scheduled activity, and participate readily. Another may need to be "eased" into the routine, first by requiring their attendance only, and later their participation.

3) **Consistency and predictability.** These children have experienced considerable upheaval, and probably much family dysfunction. They need to be able to predict your behavior, and know exactly what you expect of them. Describe new situations beforehand. Erratic changes in your behavior makes the child feel insecure and afraid to trust you. Be consistent in your relationship with the child. For example, don't lavish attention one day and ignore them the next. If you behave in a consistent manner (e.g., treat the child courteously and with respect, s/he learns that there are people with whom s/he can feel safe entering into relationships).

4) **Identity.** Help develop a sense of identity by providing positive information to the child about him/herself. "You are a loyal friend," or "You are a person who doesn't give up easily."

5) **Sense of belonging.** Display the child's work, making sure s/he has belongings and a place for them. Put the child's name on the desk and place the desk where s/he is very much a part of the group. Praise and encourage any involvement in group activities.

6) **Touching in appropriate ways.** With all abused children and particularly for a sexually abused child, be cautious about touching until you have established a good relationship, and then touch only with permission. **If the touch is only for your own comfort, don't do it!**

*This information is based upon material from the Committee for Children, Seattle, Washington and the Tacoma Public School Head Start Personal Safety Curriculum, Tacoma, Washington.

7) **Approval.** A smile, a note on their paper--whatever you are comfortable with to show that you like him/her or what they did.

8) **Help expressing their feelings.** Interpret what they are saying. For example, when they say "I don't want to go to school" might mean "I'm scared to start the new school."

Separate fantasy from reality without being critical: (child) "My daddy is taking me camping tomorrow." (teacher) "That would be nice, wouldn't it?"

Provide opportunities for working with clay or other outlets for expressing feelings.

Be patient, and tolerate subject shifts when the discussion gets too intense.

9) **A positive role model.** This can help the child change his/her self-concept.

10) **Reassurance** that you will always discuss things that trouble him/her.

11) **The child needs to know s/he is likeable.**

SUGGESTIONS FOR RESPONDING TO DISCLOSURE OF ABUSE

All of us have experienced situations when we could not seem to find the right words to respond to someone's sadness. It is particularly hard to respond supportively when the victim is a child you know and care about--a natural response is to be speechless. The following guidelines apply to all forms of abuse, and are given with the hope that your task will be made a little easier.

> Find a private place to talk with the child.

> Reassure the child that it is good to tell, you're sorry it happened, and you know it's hard.

> Don't be overly critical of the offender (e.g., "Your uncle should be shot!"). The child may care for that person, regardless of what happened. Simply tell the child the perpetrator needs help, because what they did was wrong.

> Don't promise not to tell.

> Tell the child you believe him/her.

> Do not panic or express shock.

- Reassure the child that it is not her/his fault, that s/he is not bad, even if s/he participated with some willingness.

- Use the child's vocabulary.

- Determine the child's immediate need for safety.

- Tell the child you will do your best to protect and support him/her.

- Let the child know what you will do, and what will happen when the report is made.

- Report to the proper authorities.

- Recognize your own feelings about abuse--the pain, fear, anger and powerlessness. If you do not, you might project them onto the child and harm the relationship. If you made the report, tell yourself and/or get someone to tell you it is good you reported.

- Talk at the child's pace. Probing questions can cause anxiety and guilt for a child who seeks support and trust.

- If a disclosure occurs during a lesson, acknowledge it (e.g., "That sounds like something we should talk about--let's do that after class, okay?").

- It is best to present a lesson on preventing abuse before a playtime or recess, so that you can talk with the child privately, if they come forward.

Remember, your role is not to investigate the situation. It is your responsibility to report the abuse, set in motion the process of getting help for the child, and be supportive of the child.

AFTER DISCLOSURE

Some things to consider:

Show support by validating the child's feelings and giving him/her hope for the future (e.g., "I know this really hurt you, ... things will get better").

Don't say "You shouldn't feel guilty." Do say "It sounds like you think this is your fault." The latter acknowledges their feelings of guilt, and encourages them to talk more. Children often believe they caused the abuse to occur, and are frequently told this by the perpetrator. ("You are such a bad boy, you deserve a paddling," or "You tempted me," in the case of sexual abuse.) Explain that adults get confused and frustrated just like children do, and that what happened was an adult's fault. These messages help the child shift the responsibility from themselves to where it appropriately belongs.

Help the child decrease his/her sense of isolation. Encourage his/her participation in all group activities.

Respect the feelings and privacy of family members. They may feel shame, fear and isolation.

RESPONDING TO THE DISCLOSURE OF SEXUAL ABUSE

The impact and method of disclosure of sexual abuse is different (though not necessarily any more or less harmful) from other forms of abuse. Sexual abuse is generally identified when the child tells someone, in contrast to an adult detecting physical signs (e.g., bruises, poor hygiene, frequent absences). In recognition of these differences, some additional information is provided on responding to a sexually abused child.

ROSE'S STORY

You noticed her arriving early and reluctantly leaving at the end of the day. Rose had been a happy child the first two months of school, but seemed withdrawn and easily distracted lately. Her marks were slipping, and you hadn't seen her with her friends much recently.

Rose may disclose in a variety of ways:

>Hints: "Miss Jones, my babysitter keeps bothering me..". "My father wouldn't let me sleep last night." She may talk this way because her vocabulary is limited, she's ashamed or embarrassed, she promised not to tell, or a combination of these reasons. Encourage her to be more specific, ("Oh, tell me more... or "How do you mean?") **Avoid** putting words into the child mouth by asking questions like "Did _____ happen?" Many cases have been lost due to such "coaching" which is later proved untrue. You do not need to know exactly what form the abuse has taken in order to make a report.

>Disguised disclosure: "I know someone who's being touched in a bad way." The child could be talking about herself or someone she knows. Response: "Oh? Tell me what you know about this child." Eventually, the child is likely to tell you whom she's talking about.

>Disclosure with strings attached: "I want to tell you something, but you must promise not to tell anyone." **Don't ever promise not to tell and don't make promises you cannot keep.** Most children know some negative consequences will result if they tell. Often, the offender uses the threat of these consequences to force the child to remain silent ("Your mother won't love you anymore," ... "I'll have to go to jail.") Tell the child, "I want to help you, but the law says I must report this. What happened to you is against the law, and I would also be breaking the law if I didn't report it. I promise not to tell anyone except the people who must know in order to help you."

AFTER DISCLOSURE OF SEXUAL ABUSE

Instead of getting easier, Rose's life became more difficult in some ways since her disclosure. She was frightened and confused by all the questions the police, attorneys, counselors, social workers, and doctors were asking her. Rose's father was ordered to move out of the house and seek treatment. Rose was glad the abuse stopped, but she missed her father, and was terrified that he might go to jail because Rose broke "their little secret."

How might a sexually abused child feel?

They often feel "damaged" or "ruined" by the abuse and may think this damage can be seen by others. Adults can make the situation worse by treating the child differently after disclosure. Children might also feel guilty, blaming themselves for the results of the disclosure.

What behaviors indicate a child feels this way?

Children exhibiting the following behaviors may need your help in resolving these feelings:

> Fearing they have outwardly, visibly changed (e.g., thinking they are pregnant or that people will know they were abused just by looking at them).

> Drawing themselves without body parts, especially parts that were violated: Expressing concern about growing up to be "normal"; believing they are "not as good as before."

> Describing themselves as "ugly."

> Expressing guilt about disclosing.

After Disclosure: Some things to consider:

Even though they have had an adult experience, they are still children. Treat them that way.

Do not expect the child to appear "changed." Problems existing before disclosure will often continue.

Be prepared for depression or "letdown" weeks or months after the disclosure. Withdrawal or acting out may reoccur.

FREQUENTLY ASKED QUESTIONS

Q: The student is inappropriately touching himself and others. What should I do?

A: Respond as you would to any inappropriate behavior. If you don't, you will reinforce the sense the child may have that s/he is "different." Say "I like you, but not what you are doing." Don't allow the child to climb all over you or act in a seductive manner. S/he may have learned this in order to win nonsexual favors from others. Teach the child how to refuse touches in a gentle, assertive way. Encourage positive behaviors (e.g., smiling, handshaking) instead. S/he will only give up the seductive behavior when s/he sees other behaviors are met with the approval and attention s/he seeks.

If s/he masturbates in class, tell the child this is not the appropriate place or time to be touching oneself.

Q: This child is constantly bullying and hitting other students. What should I do?

A. Children who have been beaten have learned that violence is an acceptable way of resolving problems. These children must be taught more appropriate ways to cope with anger and frustration. Try to identify the child's anger before it escalates. Help the child learn to recognize his own behavioral and emotional signs of frustration/anger so that he can circumvent them by using alternative appropriate coping mechanisms. If this child usually begins aggressive episodes by raising his voice, help him identify when he does so, and encourage him to lower his voice and express his concerns or feelings to you.

When the child is kind or helpful to others, acknowledge it. This behavior will occur more often when s/he knows it pleases you, and when the child experiences the acceptance and friendship of others.

Some of the information in the Positive Discipline section of this handbook may be helpful in dealing with aggressive children. We have also listed some recommended readings on addressing behavior problems with children.

Q: The child was removed from his parents. They were horrible to him, but he still talks about them. How should I respond?

A. The child's family is the only one he has known and he probably loves them. Don't ignore their existence, regardless of how dysfunctional they are. Without exaggerating, help the child find family/parents' positives and not accentuate the negatives. Do help the child separate what he wishes they were like from the way they really are--without being critical. "It would be nice to live with your family right now, but that would present some problems **wouldn't it? What would it be like?**"

Outline of a Model Child Abuse And Neglect Policy For Schools

Policy	Procedures
STATEMENT OF SCHOOL SYSTEM COMMITMENT TO MALTREATED CHILDREN AND FAMILIES	* Disseminate school board statement. * Define areas of child abuse and neglect. * Recognize parent feelings and rights.
REPORTING REQUIREMENTS THAT REFLECT STATE LAW	* Publish legal requirements, with immunities and liabilities. * Provide in oral and written form. * Designate reporting responsibility. * Appoint an internal coordinator and outline specific procedural action. * Establish a feedback/follow-up system.
IN-SERVICE TRAINING AND STAFF DEVELOPMENT PROGRAMS	* Appoint a training team. * Select training materials. * Plan schedule of in-service events. * Offer education incentives.

*This information is based upon material from The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect, U.S. Department of Health and Human Services, Publication No. OHDS 84-30172.

Policy	Procedures
DESIGNATION OF SCHOOL PERSONNEL TO COLLABORATE WITH THE COMMUNITY MULTI-DISCIPLINARY CHILD ABUSE AND NEGLECT CASE CONSULTATION TEAM	* Appoint a school representative/liaison on the case consultation team. * Designate school personnel who can be used in an advisory capacity. * Specify attendance procedures for case-related personnel.
IDENTIFICATION OF SCHOOL/ COMMUNITY RESOURCES AS SUPPORT SERVICES	* Assess available resources. * Publish a list of service providers and programs with eligibility requirements. * Establish or utilize existing school-based teams for program planning.
PROMOTION OF PRIMARY PREVENTION PROGRAMS	* Authorize schools to sponsor parent education programs. * Initiate a public awareness effort. * Designate school facilities to be used for family support services. * Develop parent education curriculum as secondary level.

APPENDIX B

WORKING WITH VOLUNTEERS

Whether it is to present personal safety programs or help supervise field trips, you will probably work with volunteers in some capacity. Some "special nurturing" from your entire school personnel can make this experience a positive one for both educators and volunteers.

RECRUITMENT

1. See if your community has an agency that recruits and refers volunteers to the various programs that need them. Call and describe the opportunities available in your school.

2. Some civic organizations provide volunteer services and financial support to worthy projects, e.g. Jr. League, Pilot Club. Perhaps a group in your town will underwrite the cost of materials for your school's anti-victimization program. Other potential sources for volunteers/financial support might include: the PTA, Texas Federation of Womens Clubs, Rotary Club, Lions Club, Kiwannis Club, Jaycees, and the League of Women Voters.

3. Many private non-profit social service programs also give presentations in the schools on preventing victimization. Family Outreach Centers, Rape Crisis Centers and Battered Women's Shelters sometimes provide this service. If not, perhaps you can think of a program that could provide the volunteer staff in exchange for the school purchasing materials.

HOW TO KEEP VOLUNTEERS VOLUNTEERING

Volunteers want to work where they are appreciated. They will feel this way if the school is prepared for their arrival and coordinates whatever details it is responsible for. The school's good planning tells the volunteer that the activity is supported and considered meaningful.

A good way to facilitate proper coordination is by designating someone to be the school's volunteer liaison. This person should coordinate the details of school activities that involve volunteers. The Liaison could:

1) **Coordinate scheduling details**, e.g. communicating with the volunteer or the liaison from the program the volunteer is working with; informing teachers when and why the volunteer is coming; might entail assigning volunteers to particular classrooms at designated times.

2) **Welcome the volunteer**, e.g. introducing yourself upon their arrival (avoid making them wander about the halls looking for someone who knows why they are there!); showing them where the rest rooms, refreshments, and teacher's lounge are.

3) **Introduce the volunteer to the teachers they will work with.** This could be in a short meeting where the volunteers and teachers go over what they'll be working on beforehand.

4) **Inform the volunteer about existing policies regarding discipline, should an incident arise during the activity,** e.g. who is responsible for disciplining an uncooperative student, the teacher or the volunteer? What form should that discipline take?

5) **Address any concerns the teachers may have about the activity in advance.** A short meeting could clear up any misunderstandings or anxieties that may exist. This is also an opportunity to detect any educators who are not supportive of the program. If this occurs, the Volunteer Liaision can help ease potential tensions by attending the presentation or activity. A friendly face may be supportive to both the teacher and the volunteer.

   The Volunteer Liaison should also tell teachers that they need not feel responsible for their students' response to the presentation or activity. Particularly with sensitive material, students may be reluctant to talk at first. Volunteers are used to this and know how to facilitate discussion. The students' response is not a reflection of the teacher's ability to teach. It is best for the teacher to relinquish their teaching responsibilities to the volunteer during the presentation - and relax!

6) Finally, some teachers may feel uncomfortable having volunteers teach their students. Address this concern by pointing out that the volunteers are here to <u>complement</u> their teaching - not replace it.

7) **Schedule a debriefing session for the teachers and volunteers after the program/activity is completed.** This is a time to ask what did and did not work. What were the students' reactions? Was there anything particularly confusing? Were there any methods or examples that seemed to work especially well? Was the physical setting adequate? Were adequate supplies readily available? How could the next presentation/activity be improved? Most volunteers want constructive feedback and enjoy discovering creative solutions. If there isn't enough time for a meeting, provide the information on a written evaluation form.

Above all, be sure and thank the volunteer for their time and concern.

A positive relationship between volunteers and school personnel enhances any program or activity. When students see this shared enthusiasm and cooperation, they will also be motivated.

FINDING THE MONEY

Funding an anti-victimization program for your school isn't nearly as difficult as you might think. Do not let money stop you from implementing a program. The variety of programs available make it possible to start some type of program at a cost your school can afford. Your major battle is in getting the idea embraced by your school and key members of the community. There are citizens in the community who are experienced in fundraising and who see their role as one of a fundraiser. Once the concept is accepted, enthusiasm has a way of locating the funds to support your project.

GAINING COMMUNITY SUPPORT:

Gaining the support of community members is the critical first step in the pursuit for funding. A personal safety program that is accepted by parents, educators and other citizens has a greater chance of obtaining funding, volunteers and cooperation from collateral services. If you cannot convince community members to support it, it will be hard to convince outside funding sources to do so.

Start by asking yourself these questions:

> Are there parents you know who are active in civic organizations that might fund the program?
>
> Do you know anyone in the community who would either fund the program or make contacts with people or organizations who could?

The most logical possibility for funding is your school's PTA. Other civic organizations that may be interested in such projects include The National Council of Jewish Women, Jr. League, Texas Federation of Women's Clubs, Lions and Kiwannis Clubs, Rotary and Pilot Clubs. Some of these groups may be sources of information, volunteers and money. Local libraries sometimes keep updated lists of the officers of civic organizations.

It is preferable to find a community organization to co-sponsor your program, acting as both manager and grant applicant. This makes your job much easier. Teachers will teach the program, and volunteers will administer it.

One important caution. If you do apply for funds, investigate the protocols of your school district and observe them. When possible, get all grant applications signed by the superintendent of schools.

To receive additional information on Fundraising, write: The Governor's Juvenile Justice Education Project, P.O. Box 12428, Austin, Texas, 78711.

CHILDREN'S TRUST FUND

The Texas Legislature recently established the Children's Trust Fund, which will provide seed money for community-based child abuse prevention programs through an increase in marriage license fees. The type of efforts funded with money from trust funds currently established in 22 states have a broad scope: anti-victimization projects, educational programs on parenting, prenatal care, and coping with family stress; or self-care training for latchkey children. Community programs providing crisis child care, support for potentially abusive families, peer support groups for abusive or potentially abusive parents and their children, and prevention education programs for children in battered women's shelters are also types of projects that have been funded by Children's Trust Funds in other states.

A nine-member Council on Child Abuse and Neglect, appointed by the Governor, will determine the guidelines for administering the fund. In all likelihood, money will not be abailable for grants until the fall of 1986. To obtain a copy of the guidelines, call the Crime Victim Clearinghouse 1-800-252-3423.

CRIME VICTIMS COMPENSATION

Innocent victims of crime may be able to receive Crime Victim Compensation benefits. Benefits can include reasonable medical, drug, counseling, and rehabilitation expenses. Income supplements for lost earnings, funeral expenses, and other benefits can also be covered. The Texas Legislature recently extended eligibility to members living in the same household as the offender. If you have students who have been abused, this program may be able to help them.

Write or call the Industrial accident board for more information at 1-800-252-7031, Texas Industrial Accident Board, Crime Victims Compensation Division, P.O. Box 3536, Austin, Texas 78704. Or, call the Texas Crime Victim Clearinghouse, 1-800-252-3423.

APPENDIX C

EFFECTIVE WORKSHOPS FOR PARENTS AND TEACHERS*

Although educators have much experience with training and in-service workshops, the most basic points often are overlooked in the frenzy of planning. Here is a checklist to use before every training workshop, and to evaluate your own work in coordinating them.

Adults are people:	**Therefore, effective workshops:**
with bodies influenced by gravity.	provide frequent breaks, comfortable chairs, and opportunity for movement.
with established habits.	acknowledge people's different needs by accommodating as many habits and tastes as possible.
with pride.	do not aim to create people who obey, but acknowledge independence and encourage self-direction.
who have real things to lose.	create a safe and secure environment for making comments and asking questions.
with a great deal of life experience.	tap participants' experience as a major source for learning. They help adults translate experience into new learning.
whose early group behavior will be self-oriented.	do not expect people to work well on group tasks at the beginning when they are working on inclusion and psychological safety.
who can skip many of the basics.	do not belabor basic points, but move quickly toward helping adults cope with present problems.
who can change, but sometimes resist change.	minimize resisting forces and assume that people have a desire to learn. Learning and change are directly linked to the degree of safety people feel.

*This information is based upon material from Committee for Children, "Training for Trainers," Seattle Washington.

Adults are people:	Therefore, effective workshops:
who have developed a reflex toward authority.	acknowledge the life experiences, knowledge, and authority of the individual. People learn best when they have some control.
who have decisions to make and problems to solve.	are problem-centered and attempt to make information relevant to the daily concerns of the participant.
who need a vacation.	are entertaining.
who have strong feelings from either positive or negative experiences in learning environments.	are filled with success experiences.
who learn in a variety of ways.	utilize auditory, visual, tactile, didactic, and effective teaching tools.
who are preoccupied by demands, commitments, and problems outside the learning environment.	are sensitive to the outside demands on a participant, begin and end on time, and achieve a balance between tight presentation and the time necessary for integration.
who have established emotional frameworks of values, opinions, and attitudes.	do not force change too quickly, demonstrate respect for different positions on an issue, and provide a safe environment for expression and exploration.
who usually have unresolved self-esteem issues and respond to reinforcement.	are built on appropriate reinforcements which are sincere, observant, useful, and simply stated.

WHEN YOU HAVE TO ADDRESS AN AUDIENCE ABOUT YOUR SCHOOL'S PROGRAM*

Step 1 **Get Attention:** State your purpose immediately ("I am here to introduce to you a personal safety curriculum that is used in schools around the country...", "I am here to make a recommendation...").

Step 2 **Address Their Need:** Show them how your purpose relates to them ("Based on your request, I have explored child abuse prevention resources...", "Recent events in our town have underscored the need for personal safety instruction...", "In our continued effort toward innovation and educational excellence...", "Based on expressions of interest and concern from parents in our district...").

Step 3 **Elicit a Response:** Ask a question in order to elicit a simple commitment ("May I tell you more?...", "Would you like to hear a bit about this program?"..."May I continue?...").

Step 4 **Offer Facts:** Make a brief, unsensational presentation on factual information relevant to the audience; bring national statistics into local perspective; temper what you say so that people can accept it ("National incidence figures indicate that...", "I have discovered that our local figures are similar by talking with ...").

Step 5 **Transitional Phrase:** Restate the main ideas or points in different ways; bring ideas back to their needs and concerns; emphasize the benefits resulting from adoption of this new idea ("In other words...", "This means that...", "There are several implications for educators...").

Step 6 **Action:** Use a summary statement for closure; encourage some kind of action commitment ("I have described the need for and benefits of a prevention program for our children. May we vote on adoption?..., "What is the next step for us to take?...", "What would you like me to do next?....", "Shall we take this to the School Board?").

*This information is based upon material from the Committee for Children, "Training for Trainers," Seattle, Washington.

HOW TO MAKE A MEETING WORK*

Meetings are usually the initial means for getting an anti-vicitimization program started. Here are some tips for making sure your meetings work:

1. **Get the Word Out.** Use the most appropriate means for reaching the particular group of people you wish to bring together. Personal letter, phone calls, public notices, posters, press releases can all be used. In general, the more personal an invitation is, either in terms of how it is delivered or in terms of what issues it addresses, the more likely it is to receive a response.

2. **Allow for the Physical Needs and Comfort of Those Who Attend.** Schedule meetings in spaces that are accessible to elderly and handicapped people. Check in advance for adequate ventilation and seating, keep smoking areas outside the common meeting place.

3. **Start and End on Time.** A sign of mutual respect is to recognize that each person's time is of equal value. No one should be stuck waiting for a meeting to start or be forced to miss participating in scheduled decision-making because it is delayed until after an announced adjournment time. Meetings that drive participants to the point of exhaustion or run on after they have "promised" to end, show a lack of respect for participants and discourage continuing participation.

4. **Have a Realistic Agenda.** If an agenda has been worked out before time, have it posted or available in writing for participants to see and, if appropriate, revise before assenting to. If an agenda has not been set ahead of time, allow a short, structured time, for making one. A good a way is to go "Round Robin" and find out what each person would most like to see accomplished during the meeting. Then, 1) group similar objectives together, 2) prioritize them on the basis of amount of expressed interest and time considerations, 3) allow them each a specific amount of time, and 4) stick to your schedule.

5. **Acknowledge and Structure an Expression for Emotional Reality.** Feelings are as much a part of life as thought or physical fact. Sometimes participants need merely to express divergent feelings, sometimes they need to resolve significant feeling differences before they can act.

*This information is based upon material from the Committee for Children, "Training for Trainers," Seattle, Washington.

6. **Match the Size and Structure of the Meeting to the People, Issue and Purpose at Hand.** Different decision-making structures need different and appropriate size and structure of groups to work successfully, (i.e. a group of 150 neighbors cannot operate by consensus, a prayer group does not need Robert's Rules of Order).

7. **Use a Facilitator.** A facilitator is like a pilot, steering a group away from obstacles and toward a self-chosen destination. A good facilitator will use communicative, organizational, intuitive and analytical skills to help a group choose and achieve realistic goals. S/he will draw forth the wisdom collectively present in a group, will not impose personal goals and ideas, will share her/his expertise with other members of the group.

8. **Identify the Roles You Are Asking of Participants.** Are they witnesses? observers? questioners? informants? voters? decision-makers?

9. **Develop a Collective Sense of Responsibility for Keeping the Agenda and Honoring the Process.** A facilitator can help a group to make decisions, but the group as a whole and each member must take responsibility for implementing decisions that have been made.

10. **Keep a Written Record of the Meeting, and Check that Record with Participants.** Groups need a collective memory, written down and agreed on, to monitor progress. People cannot change history, unless they have a history.

11. **Allow Time for a Brief Evaluation at the End.** A good way is to get a simple thumbs up/thumbs down reading on each item of the agenda, both in terms of content and process.

12. **If you Want Another Meeting, Set a Time, and Place, Brainstorm on Agenda Items, and Name a Planner <u>Before You Leave</u>.**

POSITIVE DISCIPLINE--TIPS FOR PARENTS

Most parents will want to know what your anti-victimization curriculum consists of. They will be concerned that their children not be unduly frightened or confused about some of the sensitive issues you might discuss. You can also expect questions about disciplining children, such as what's considered abusive and what isn't. Some parents may inquire about the school's discipline policies, in which case you need to be familiar with your school's policy on corporal punishment. The National Coalition for the Prevention of Child Abuse prints a recommended sample policy that you might want to review.

Parent meetings provide an excellent opportunity for you to share your ideas and experiences about disciplining children in ways that encourage a positive self-concept. Teachers may be the only person a frustrated parent feels comfortable talking to about their parenting problems. We have also listed some guidelines for parents that can be distributed as needed.

WHAT'S A MOTHER TO DO?

It's Friday. Sue just got home from work. The temperature has peaked 100 humid degrees eight days in a row. Everyone's irritable. The air conditioner is broken, and the landlord says he can't get a serviceman out until Tuesday. Suddenly Sue hears thunder and sees a torrential downpour outside her window. She has 45 minutes to get herself and two children dressed and to her parents anniversary party. She tells the kids to get dressed, but they are fighting over the television program. Sue instructs Robyn, age 10, to leave younger brother Alex alone. Robyn continues to bother him. Alex leaves tearfully for his room. "I've told you repeatedly not to pick on him," Sue yells. "And clean your room, since you failed to do so, as usual. You've become a real slob. I'm tired of telling you not to leave your books in the hallway." Robyn dresses slowly. Sue picks the books up. Alex appears with dry eyes, dressed, and watches television. They're almost out the door when Robyn refuses to wear her Snoopy raincoat." It's stupid looking," she complains. They remain at a stand-off, both yelling at one another.

WHAT HAPPENED???

While arguments are part of parenting, there are ways to make them a positive and less frustrating experience for the parent and child. Sue needs to try some of the following suggestions.

Tell the child what behaviors you expect of him beforehand. "Alex and Robyn, I expect you both to be dressed and ready to leave the house in 45 minutes." Do not reprimand if the child did not know the behavior was inappropriate.

Intercept the problem. Sue knew before walking into the door that everyone would all be hurried and tense. Catch potential problems before they escalate and divert them into more productive alternatives. Ask the kids for help. They want to feel important and valued. "I know we're all very tired and grumpy. It would really help me if you two would dress quickly so we can be on time for the party, ok?"

Avoid power struggles. The harder Sue tries to "control" Robyn's behavior, the more Robyn is uncooperative. **Children who want power generally have parents who seek the same.** Sue could try walking calmly to the car. Remember, it takes two to fight. Compromises can be worked out when the participants are both calmer.

In requiring compliance with a task, concentrate on the child's action, not their attitude. Require compliance, but show the child you understand her feelings. "I know it embarrasses you to wear this raincoat, and I'm willing to discuss buying a different one. But you must wear the coat now until we get another." Children often resent complying with a parental request. Recognizing a child's disappointment tells the child that his/her feelings are important and it's okay to express them. This affirms his/her autonomy and allows the child to "save face" while complying.

Show some respect. Consider Robyn's opinions and judgment. In doing so, she learns to respect herself and others. Sue could ask Robyn what kind of coat she prefers. Acknowledging her feelings helps Robyn "save face" and encourages flexibility.

Apply natural consequences. Robyn learns by experiencing the results of her own behavior. Sue could mention that the longer she dawdles, the more of the party she will miss.

Apply logical consequences. Robyn learns by experiencing a consequence Sue imposes which logically relates to her misbehavior. The natural consequence of Robyn's refusal to wear her raincoat is to go unprotected and get wet. **Parents should not allow consequences to occur that would endanger the child,** but the hot weather would prevent Robyn from catching cold in this situation. Realistically, however, it is unacceptable for Robyn to attend the party in wet clothing, dripping water over her grandparents' nice furniture. Sue should make Robyn wear the raincoat (the logical consequence), but also discuss the possibility of buying one Robyn likes better at a later time. Do not nag, reprimand, or use authority by punishing. Robyn will change her behavior when she sees **her own actions** create unpleasant consequences.

Teach children to problem solve. Sue should talk with Robyn about what problems would occur as a result of not wearing a raincoat (e.g., being rude by dripping water on the furniture). It may be helpful to identify when and why wearing the raincoat became such a problem to the child. The coat may be a symptom of an unrelated problem, and Robyn's resistence may really have nothing to do with the coat. Perhaps Robyn was teased by other children at school for having freckles and being short. Thinking she needed to look more sophisticated, she rebels against wearing a coat she previously liked. Sue's acknowledgement of how it hurts to be teased may be all it takes to gain Robyn's cooperation for the evening.

"Is there a way to resolve this problem other than by wearing your Snoopy raincoat?" By asking this, Sue gives Robyn an opportunity to influence and control her own life, within limits. If she is allowed to have input, she will be more willing to cooperate. Maybe Sue has an extra raincoat. Would the child prefer using a plastic garbage bag to keep dry? While unattractive, these alternatives keep Robyn dry, which is the primary objective here. Sue will probably feel embarrassed because her daughter is wearing a garbage bag. However, it is more important that the child learn to solve a problem by devising a solution that will keep her dry. Staying dry is the issue. Sue's embarrassment, while understandable, is a problem for Sue, not for Robyn. In all liklihood, Robyn will also become embarrassed when relatives ask why she's wearing a garbage bag!

Act more and talk less when disciplining. Don't tell a child what he already knows and has heard repeatedly. Robyn knows she's not supposed to bother Alex. Sue should quietly turn the TV off if the children can't resolve the problem themselves. When they become quiet, she can turn it on again.

Let children resolve their own fights. This will teach Alex and Robyn how to get along. Children often start fights to get the parent's attention. Separating them or refereeing encourages them to fight more. Fighting takes two, both participants, both responsible. Don't punish the "culprit" and sympathize with the "victim." Younger children often "set up" their older siblings by provoking fights so the parent will punish the older child.

Make sure you can enforce the discipline you impose and do so consistently. Don't tell Robyn she can't go to the party if there's no one at home to stay with her. Don't ground a child from television if you can't monitor his watching. If Sue requires Robyn to clean up her room Monday but not Tuesday, how will Robyn know what Sue expects on Wednesday? Parents lose credibility and children become confused and insecure when limits are not consistently enforced.

Don't overwhelm the child by reprimanding several behaviors at once. Sue wanted Robyn to get dressed. That's what she should concentrate on. Forget the room and the books for now. Take one task at a time. Otherwise, Robyn will be overwhelmed by how much work it will take to repair the situation. Constant badgering only convinces Robyn she's a "bad girl."

"No matter how often I remind her, she still forgets." Robyn forgets because Sue remembers! She knows Sue will pick the books up and that Sue will remind her to do so. There is no encouragement here for Robyn to act in a responsible manner.

Never do for a child what he can do for himself. Dependent children are demanding children who become demanding adults. Sue should leave the book in the hallway, saying "I trust you'll take care of this yourself before we leave." This statement implies that Sue believes Robyn is capable of being responsibile. If she experiences this often enough, she will soon believe it. Assuming the child's responsibility for something tells him you don't think he is capable of being responsible.

Offer choices. "You have two choices. You can wear the raincoat now, or find some other type of rain gear." What Robyn decides to do is her decision, not something Sue forces upon her. This "saves face" and gives Robyn a sense of some power in the relationship. Children sometimes complain that the choices are unfair. If they can offer another acceptable alternative, that's fine. Otherwise, stay firm. **Refer to the child's behavior, not to the child himself.** "You left your books in the hallway," rather than calling Robyn a "slob." Children tend to define their self-concepts by their parents' statements. They need to know you accept them as a person, though you dislike certain behaviors. This way, the child can accept or reject the behavior without damaging his self-esteem.

Tell the child when he behaves in a way you like. He wants to please you. He wants your attention. He's more likely to repeat behaviors that please you if you recognize his effort. Sue could tell Alex, "I'm so pleased that you're already dressed!" Or, "I like the way you left the room when Robyn was bothering you." The child who doesn't think you will notice his good behavior will seek your attention in negative ways--some attention is better than none. Your negative response is evidence to him that he succeeded in accomplishing his goal. Preaching what's right or wrong won't stop a child from misbehaving - he knows it's wrong. He will change when his misbehavior is no longer beneficial to him. The best way to reverse this pattern is by encouraging his positive behaviors. Take time to notice appropriate behaviors. If you don't, you'll spend it dealing with inappropriate ones.

Set reasonable standards for the child--something he can attain. Children disobey when they are discouraged and think they can't succeed by positive means. Telling children "you could do better if you tried" means "you are not good enough the way you are." Demands for excellence often lead to low or no productivity.

Expect mistakes--and tolerate them. Expecting perfection undermines the child's self confidence, and even more mistakes will occur. Accepting mistakes indicates a healthy self-concept.

Ignore excessive demands for attention by leaving the child and stepping into another room. Tantrums and bothering people don't work without an audience.

Children who "don't care" don't mean it. They really don't think they are capable of doing what is required. Rather than admitting that, they pretend it doesn't matter. Children want very much to belong and be accepted by others.

Don't depend on your child to make you feel important. "I can't let you go to the restaurant with your hair looking like that." You're afraid of what others will think of you as a parent. It's more important for him to learn for himself the value in being clean.

Children want to feel important. Help your child develop skills and interests which make him feel uniquely individual and useful in his world. The misbehaving child hasn't found a way to be recognized, and feels important only when annoying or disturbing others.

Sympathize, but don't feel sorry for the child. Pity adds to his feeling of helplessness. He needs to know you understand, but have faith in his ability to handle the problem.

Children learn how to behave from their parents.
If you yell, they are more likely to yell. If you treat people with kindness, they are more likely to do so. Children watch what you do more than they listen to what you say.

Offering time limits helps gain cooperation.
"You can read for 15 more minutes, and then turn the light out." After 10 minutes, tell her she has 5 more minutes before lights out.

Discipline should be administered shortly after the misbehavior. Don't "wait until father comes home" before imposing discipline. Children understand the association between their action and the consequences when discipline is quickly imposed.

Impose discipline that is reasonable and easily repeatable.
The punishment needs to fit the crime. Send a tantruming child to the "quiet room" until they calm down. Put them in whatever room you aren't in, and as often as necessary.

COMMUNICATION TIPS

Indicate your interest by inviting the child to share ideas and feelings.
"I see." "Tell me more," "Let me see if I understand you..."

Listen Attentively.
Turn the TV off. If you're too busy to talk, make a date later when you can--and stick to it.

Use "You--Messages" about the child's feelings to encourage him to express feelings." You're mad because I made you wear the raincoat."

Hiding feelings won't make them disappear. It's amazing how fast anger dissipates once expressed. Feelings are not good or bad--they just exist and need to be acknowledged.

Be sure not to use "You-messages" to express your feelings and opinions.

Talk about the behaviors you want to see, rather than those you don't.
"Pat the baby gently," instead of "Don't hit the baby." "You can color on this paper," rather than "Don't draw on the walls."

Use "I-Messages" to reflect your feelings and concerns, especially when the child misbehaves.
"I-messages" are statements of fact. They tell the child how his behavior makes you feel. "I want you to turn the TV down," instead of "You're making a racket!" "I'm too tired to read you a story," rather than "You're bothering me!" "I-messages" allow the child to take responsibility for changing his own behavior without being criticized.

Get the child's attention before speaking to him.
Children are easily distracted. Call their name first, make sure they look at you, and then speak.

Speak firmly and provide a reason for compliance.
He needs to know why you want something done at this particular time. If you waver, he will think your request isn't really important to you. Say, "Wear your sweater because it is cold outside and I don't want you to get sick," instead of "Wear your coat or I shall spank you." The second statement does not cite a reason for the request.

Show children the same courtesy you would like.
Establish eye contact. Say "please and thank you." Don't interrupt or scold the child when he's speaking to you. This will discourage him from talking to you.

Don't use words that put children down.

Don't ridicule ("You big baby"), or shame them ("I'm ashamed of you"), or call them names ("You're a bad boy"). If they hear this often enough, they will believe they are personally inept or bad.

Encourage--don't discourage.
"Please clean the milk up," instead of "Look at the mess you made!" "I like the way you made your bed by yourself." Positive messages build positive self-esteem.

REFERENCES AND RECOMMENDED READING

Dreikers, Rudolph and Margeret Goldman. **ABC's of Guiding the Child.** Order from Alfred Adler Institute, 159 North Dearborn Street, Chicago, Ill. 60601.

Gordon, T. **P.E.T. and/or P.E.T. in Action. (Parent Effectiveness Training).** New York: Wyden, 1970.

Schenck, B. R. **Winning Ways to Talk with Young Children.** Manhattan, Kansas: Cooperative Extension Service, Kansas State University, 1981. 12 illustrated pages discussing basic and effective family communication skills.

Briggs, Dorothy C. **Your Child's Self-Esteem.** Doubleday.

APPENDIX D

POSSIBLE RESOURCES FOR IN-SERVICE TRAINING AND PROGRAM IMPLEMENTATION

Programs:

Texas Coalition for the Prevention of Child Abuse.

Coalition of statewide child abuse prevention organizations, community child abuse coalitions, and concerned individuals. Work includes: information sharing among members; collaborative work such as annual prevention conferences; development of new community child abuse coalitions and services; public education and stimulation of volunteerism; and distribution of data about abuse and neglect in Texas, abuse prevention services, and needs related to child abuse prevention.

Contact: Mary Lee Johns, 3014 Northeast Dr., Austin 78723; (512) 478-7491.

CARE Coalition.

A lobbying coalition of statewide and community organizations concerned about child abuse. Purpose is to investigate and stimulate Texas legislation to more effectively respond to child abuse.

Contact: Phil Strickland, Christian Life Commission, 511 N. Akard, Dallas 75201; (214) 720-0550 or (512) 444-6311.

Texas Department of Human Services.

The principal agency mandated to investigate and respond to child abuse and neglect. County DHS Protective Services offices located throughout Texas. 24 hour, toll-free hotline for reporting and information, 1-800-252-5400. Uses volunteers including foster parents.

Family Outreach of America.

Nationally-acclaimed volunteer program founded in Richardson in 1973. Centers in Amarillo, Abilene, Corpus Christi, Farmer's Branch, Grand Prairie, Houston Southwest, Houston Spring Branch, Clearlake, Irving, Lubbock, Nederland, Richardson-Plano, San Angelo, San Antonio, and Victoria. Services offered at all centers by volunteers supervised by DHS caseworker include: phone referral and counseling, on-going one-to-one "lay therapy" assistance, parenting classes, and public education programs.

Contact: Gail Cunningham, 4610 8th St., Lubbock 79416; (806) 792-5997.

Parents Anonymous of Texas.

Parental self-help, mutual support, and shared problem-solving through group work. Chapters in Amarillo, Austin, Brownsville, Harlingen, El Paso, Fort Worth/Tarrant, Houston, Lubbock, Nacogdoches, San Antonio, Tyler, and Wichita Falls. Volunteers facilitate parent meetings, provide transportation, and conduct enriching child care programs. Most also offer parenting and family life classes.

Contact: Debbie Phillips, 4301 Russell, Austin 78704; 1-800-252-3048.

Texas Migrant Council.

Provides program assistance, printed information, films, symposia, and research data related to parenting and child abuse in the Mexican-American community. Extensive Spanish and bilingual materials (See list on page D-6).

Contact: Mary Guevara, P.O. Box 2579, Laredo 78044; (512) 722-5174.

Texas Conference of Churches.

Assists with development of church-based child abuse programs; provides wide variety of printed materials about abuse, volunteer prevention and treatment programs, and parenting; loans films and books; sponsors Child Abuse Prevention Sunday each April.

Contact:

Texas PTA.

Assists with development of PTA child abuse prevention programs with emphasis on self-protection education for children and parenting training; provides written information and loans films about child abuse.

Contact: Janie Fields, 408 W. 11th, Austin 78704: (512) 476-6769.

Curriculums, Manuals, Handbooks

Preventing Sexual Abuse: Activities and Strategies for Those Working With Children and Adolescents

Curriculum guides for: K-6, 7-12, and special populations.

Contact: Learning Publications, Inc., P.O. Box 1326, Holmes Beach, Florida 33509

"I'm in Charge"

A "self-care course for parents and children" for upper elementary aged children and their parents. Each of five sessions is aimed to instruct parents and latchkey children how to take care of themselves responsibly.

Contact: Kansas Committee for Prevention of Child Abuse, 214 W. 6th, Suite 301, Topeka, KS 66603, (913) 354-7738. Also, in Texas, information about teacher training related to the "I'm in Charge" program may be obtained from Mary Taylor, Executive Director, Coalition for Children, Youth & Families, 1101 W. Woodlawn, San Antonio, Texas 78201, (512) 732-1051.

Sexual Abuse Awareness for Everyone (S.A.A.F.E.)

A personal safety curriculum for parents, teachers and children, preschool through grade 4.

Contact: The Jackson Mental Health Center, Project SAFE Coordinator, 969 Lakeland Drive, Jackson, Mississippi 39216, (601) 982-8811.

Audio Cassette Tapes:

Sue Cole Teaches...How to Teach Child Abuse Prevention & Safety.

"A teaching tool for parents and teachers that provides words and phrases for teaching self-protection to the very young." Adult side: complete instructions for teaching child side. Child side: dialogues and songs 1. Lost 2. Safety 3. Strangers 4. Personal Abuse.

Contact: Sue Cole Teaches..., P.O. Box 271661, Houston 77277, (713) 666-2063

Films:

"Hugs 'N' Kids - Parenting Your Preschooler."

(36-minute program) The program contains thirteen different "problem" situations involving conflict between parent and child. Problem situations included are: sibling rivalry, dressing, parental conflict over child, acting up in public places, cleaning up, hitting mom, bedtime, separation and tiolet training.

Contact: James Ganzer, Filmfair Communications, 10900 Ventura boulevard, Studio City, CA 91604 (818) 985-0244.

Better Safe Than Sorry II.

This film is designed to teach children to avoid situations of potential sexual child abuse and to help them understand what to do should such a situation occur. The children are encouraged to play a game of "Let's Pretend" in which they picture themselves in certain situations and are asked to make decisions based on the circumstances they encounter. The target audience is taught through repetition and visual aids that there are three rules to remember whenever they are confronted with a situation that is unfamiliar or possibly dangerous: SAY NO. GET AWAY. TELL SOMEONE. Grade levels: Kindergarten/Primary.

Contact: FilmFair Communications, 10900 Ventura Boulevard, Studio City, California 91604, (818) 985-0244

Better Safe Than Sorry III.

This film is designed to adolescent girls and boys how to avoid potentially dangerous situations. Dramatized examples of each situation are presented and common sense rules for personal safety and avoidance are suggested. Victims of sexual abuse are taught that they are not alone are not to blame for what has happened. Emphasis is placed on the fact that with a teenager's newly discovered freedom comes increased personal responsibility. Grade levels: Junior/Senior High School.

Contact: FilmFair Communications, 10900 Ventura Boulevard, Studio City, California 91604, (818) 985-0244

Raised in Anger.

16mm/color, 60-min. This documentary for television focuses on 6 abusive parents who discuss their parenting problems. Organizations from which parents can obtain help are described, including child protective services, Parents anonymous, and other agencies. Experts in the field of child abuse discuss various aspects of child abuse and its treatment. The availability of support for abusive parents is emphasized.

Contact: Media Guild, 118 S. Acadia Ave., Box 118, Solana Beach, California 92075.

A Chain to Be Broken.

16mm/color, 28-min. Every community has resources to solve the child abuse puzzle. Knowing how to fit the puzzle pieces together is the key. This positive solution-oriented film is recommended for agencies, organizations and individuals who are taking the initiative to inform and educate their community about this tragic and pressing problem.

Contact: FMS Productions, Inc. Order Department, 1777 N. Vine Street, Los Angeles, California 90028 or call 1-800-421-4609.

Victims.

16mm/color, 24-min. This is an unrehearsed documentary, narrated by Christina Crawford, which examines the lasting effects of abuse on children. There appears to be a direct relationship between some abused children becoming violent criminals later in life. Personal interviews with children, parents, and convicts give an in-depth look at the problem.

Contact: Beatrice Herbert, The Independent Order of Foresters, P.O. Box 848, Solana Beach, CA 92075 or call (619) 755)-5151.

Lord of the Locks.

16mm/color, 28-min. a film for children who care for themselves, written for upper elementary school children and their parents and designed to prevent emotional harm to children in self-care. The film emphasizes the seriousness of self-care, the need for responsible actions by parents and child, and the necessity of family communication about self-care problems.

Contact: Kansas Cares, 214 W. 6th Street, Topeka, Kansas 66603, or call (913) 354-7738.

Don't Get Stuck There.

16mm/color, 14-min. A film for teenagers to help them understand and cope with the problems of abuse. It discusses the physical, emotional, and sexual abuses they may suffer and gives them encouragement to seek help rather than try to escape through drugs, attempted suicide or running away.

Father Flanagan's Boys' Home, Boys Town, Nebraks 68010 or call (402) 498-1580.

Who Do You Tell?

16mm/color, 11-min. This film is designed to encourage children to talk about their problems and concerns through the identification, recognition, and utilization of their family and community support systems. This film is an excellent introduction for discussions of crime prevention, safety, resources, support systems, family violence, and any other problem a child may need to share. Intended for children of ages 6-11.

Contact: MTI Teleprograms, Inc., 3710 Commercial Avenue, Northbrook, Illinois 60062 or call 1-800-323-5343.

We Can Help.

A series of filmstrips, including a specialized curriculum for educators on the prevention and treatment of child abuse and neglect. A comprehensive inservice training program that helps educators understand their legal and professional responsibilities to abused and neglected children and their families. Contents: Trainer's Guide to 10 sessions;

overhead transparency masters; two filmstrips with audio cassettes: "Child Abuse and Neglect: What the Educator Sees," and "Child Abuse and Neglect: What the Educator Can Do."

Contact: The Council for Exceptional Children, 1920 Reston, Virginia, 22091-1589 or phone (703) 620-3660.

The following materials have been listed by the Texas Migrant Council as particularly useful in teaching the prevention of child abuse. You should contact them at the following address for information on how to obtain the materials: **Mary Guevara, Project Director, National Resource Center on the Mexican American, Texas Migrant Council, 516 Cherry Hill Drive, Laredo, Texas 78041, (512) 722-5174.**

Barb: Breaking the Cycle of Abuse.

This 28-minute color film provides important information that would benefit abusive parents. With treatment such as group sessions where everyone shares an experience, abusive parents can become successul parents.

Cipher in the Snow.

25-minute color film. Demonstrates how emotional neglect can kill. In a series of flashbacks, a bright, eager child is gradually diminished and finally erased through a series of "non-events." When he dies, no one can remember him really well because he had ceased to exist for them long since.

A Cry for Help: Protective Services and the Neglected Child.

20-minute color film. The realities, frustrations, and occasional successes involved in the professional child protective services are dramatized in three typical child neglect cases. A realistic yet encouraging film that can be of real help to the new worker for anticipating patterns and relieving common disappointments. May be good to show teachers wanting to know what it's like on the "other side" of reporting.

Double Jeopardy.

40-minute color film. This film sensitizes an audience to the problems of the child-victim during judicial proceedings and to the benefits of the interdisciplinary approach in dealing with sexual abuse. Through the use of actual case situations, the film looks at the developmental stages of childhood, the dynamics of sexual abuse, the role of the child advocate, preparation and techniques of interviewing and prosecutor case preparation, and courtroom techniques.

Incest-Victim Nobody Believes.

20-minute color film. Three women who were the victims of incest in childhood discuss their experiences and their reactions to the abuse. The methods each woman used to cope with the problem and the ways it affected her life are discussed. (For adults)

Poca Cosa (A Small Thing).

30-minute color film. This is the first Spanish film in U.S. history to be produced on child abuse prevention in the Latino family. The film was rpoduced in Spanish with English subtitles. It was funded by NCCAN State Grant Funds and produced by Bilingual Cine Television under a contract with California's Office of Child Abuse Prevention.

Silent Neighbor.

13-minute color film. This film shows a family situation and how a child can be emotionally scarred by the traumatic experiences within the family. It tries to promote the need for community involvement, how leaders from different areas in the community can work together to find solutions for the prevention of child abuse and neglect.

Time for Growing.

29-minute color film. This film deals with several behaviors that children display in a school setting, behaviors such as shyness, aggressiveness, withdrawal, or always looking for approval. It discusses how parents and teachers should be companions in trying to help the child and consider alleviating the pressures placed on a child at a young age. There are community resources that we can use to help the child since what they become tomorrow depends on what we give or withhold from them today.

In addition to the materials listed on the previous pages, you may contact the members of the Special Subcommittee on Child Abuse Prevention listed in the front of this handbook to find out about recent programs available in Texas. You may also write to the National Committee for Prevention of Child Abuse (332 S. Michigan Avenue, Suite 1250, Chicago, Illinois, 60604-4357, (312) 663-3520) to obtain copies of their resource handbooks, or contact the Governor's Juvenile Justice Education Project (P.O. Box 12428, Capitol Station, Austin, Texas 78711) for information about resources.

Note: The above list is not an exhaustive list and does not include all programs and program materials available. If you are aware of an anti-victimization program in your area or elsewhere in Texas which has not been listed, please let us know about it so that it can be mentioned in any future listings. Send the information to: **Governor's Juvenile Justice Education Project, P.O. Box 12428, Capitol Station, Austin, Texas 78711.**